

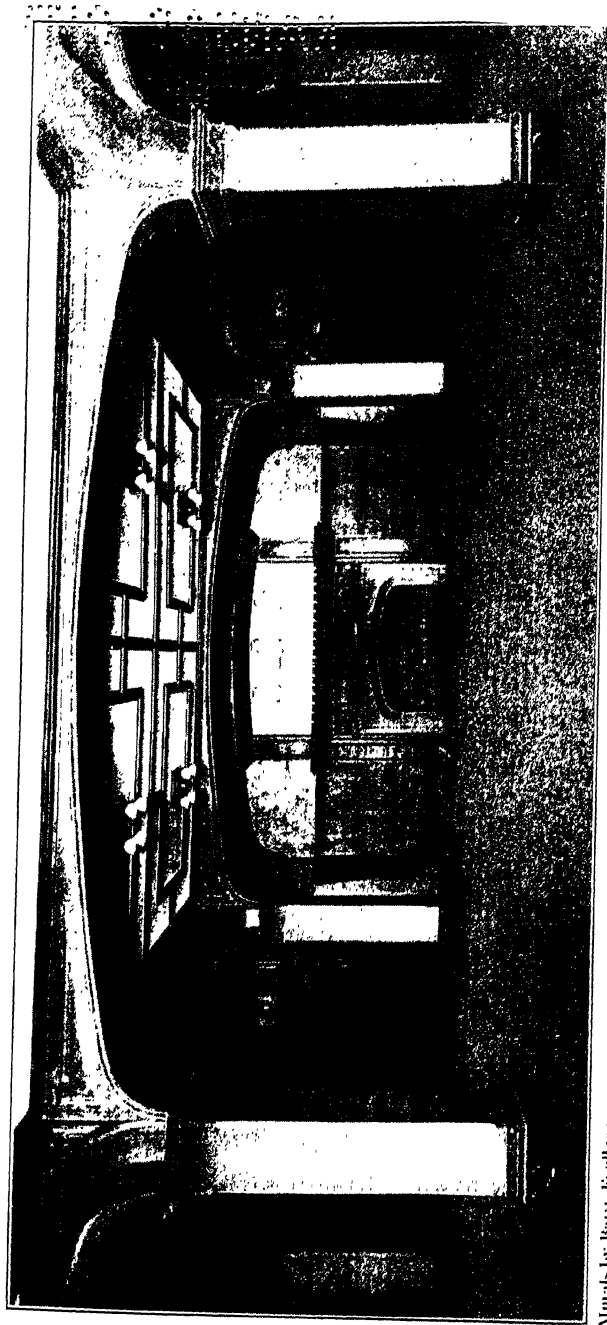
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THE DEAN IN THE
HIGH SCHOOL



Murals by Barry Faulkner

Relief by Frances Gumm

The Fire of Hospitality in the Hall,
The great Flame of Charity in the Heart "
Washington Irving
FOYER OF WASHINGTON IRVING HIGH SCHOOL
CITY OF NEW YORK

THE DEAN IN THE HIGH SCHOOL

*A Record of Experience and Experiment
in Secondary Schools*

BY

MARY HOOKER JOHNSON

Administrative Assistant and Dean

WASHINGTON IRVING HIGH SCHOOL

NEW YORK CITY

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TO
THE STUDENTS AND THE STAFF
OF THE
WASHINGTON IRVING HIGH SCHOOL
IN THE
CITY OF NEW YORK

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INTRODUCTION

The deans of the Washington Irving High School are pioneer experimenters in developing the large aims of public school service. Early recognizing that the subjects in the high school course of study are but means to a greater end, they studied the possibilities of using not only classroom instruction but the usual features of school organization, its discipline, its clubs, its assembly exercises, its luncheon service, for the purpose of directing all these activities toward experiences that train the coming citizens in their rights and duties as members of society. By some subtle method of distribution, the experiments in the Washington Irving High School began to be known in other schools and brought every week a large number of teachers and principals to see for themselves the working of these new plans. Largely for the purpose of making more complete and satisfactory answers to friendly inquirers, Miss Johnson has gathered the experiences and conclusions of many deans and advisers into the form of a book. It has theory and general principles enough to appeal to the logically minded, but its best recommendation is that it is the account of plans that have worked.

WILLIAM MCANDREW

Principal of Washington Irving High School, 1902-1914
Associate Superintendent of Schools, New York, 1914-1923
Superintendent of Schools, Chicago, 1923-1928

PREFACE

Since this country is a democracy and since its leaders in all walks of life come from the people themselves, it is important that the people be enlightened if business and the professions and government itself are to be intelligently sustained and directed. Public education therefore becomes a vital part of our national life, for it carries out America's fundamental purpose of encouraging the highest possible personal development through equal public opportunities and of promoting the general welfare through a higher level of citizenship.

In relation to this general purpose the high school stands as a conscious social agent. With the enactment of educational laws increasing the training period of our youth, together with changing social and industrial conditions as contrasted with those of a generation ago, the high school has come to be a school for the education of the masses of our citizens rather than of a minority composed of those intellectually superior.

This conception of the high school makes its mission that of a guide to nearly all of our youth, that they may grow into good citizens, prepared for independent self-support and self-realization, able to obtain some measure of happiness as a result of worthy effort and an appreciation of intellectual and cultural associations. Civic responsibility is stressed as an invariable accompaniment of personal achievement. While the high school must perform its duty to the individual, the individual must be taught to fulfill his obligations to the community that helps to educate him.

The high school, then, fosters a real democracy in education—not an identical opportunity, but an equal opportunity for each to obtain the particular training by which he can profit and by means of which he can contribute his share to the public good. Here, indeed, is a problem for

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educational solution that calls for nothing short of a complete understanding of each individual—his health, his intellectual ability, his ambition, his personal qualities, his home environment.

Because of the manifest differences in inheritance and environment, no two personalities are exactly alike. Just as they differ in outward appearance, so they differ in intelligence and in traits of character. Encouragement for one, sympathetic dissuasion for another, must be the means of promoting worthy ideals and of conserving youthful effort through the prevention of failure and discouragement. Widely varied courses and subjects of study thus become the tools of democracy; but an adjustment of these courses, with a utilization of all its resources to meet individual intellectual and social needs, constitutes the high school's real obligation to the community that creates it.

How this aim is sought in Washington Irving High School, how opportunity is made to understand each individual, to lead each toward a successful and happy participation in the affairs of life, is suggested by Miss Johnson. The deans of our school, especially charged with an oversight of its moral and social life, have contributed their talents and their devotion to carry out its purpose; and their labors have helped not only to create encouraging attitudes toward intellectual success but to instill habitual appreciation and practice of the standards of good citizenship.

This book not only makes available the results of many years of practical experience in some schools, but it also gives workable plans and suggestions which may be adapted to all types of secondary schools.

EDWARD CORNELL ZABRISKIE

Principal, Washington Irving High School, New York City

FOREWORD

THE purpose of the author in writing this book is to furnish in convenient form some answers to the many questions asked repeatedly by visitors in schools and by inquirers by mail from all over the United States and from many foreign countries. What is the work of a dean of boys or a dean of girls in the high school? What types of problem cases are sent to the dean? How does the dean deal with them? What are the dean's administrative duties? How much vocational counseling does the dean do? What use does the dean make of the results of psychological examinations? What relation has a dean to the extra-curricular activities of the school? What advice is a dean expected to give to teachers, to parents, and to social workers for the benefit of individual students? How is the dean's position different from other positions in the high school organization?

No one is ready with final and authoritative answers to all these questions, but the experience of deans who have been working out practical plans and standards during the last fifteen years should be of some assistance to those who say, "I am to be the dean in our school next term. What have other deans been doing?" This book is not a narrative of what has been done in one school only. It is a record of the experiments and opinions of many different persons with whom the writer has come in contact in various ways and to whom she owes her gratitude for their contributions to her thinking. It should contain suggestions for deans of some years of experience who are seeking new ideas and methods that have been successfully tried out in other schools. The value of the experiments given lies chiefly in the suggestions they may furnish. A plan that has worked well elsewhere can rarely be adopted bodily in another school

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with equal success. Plans must be built up to fit individual needs and routine in schools. Some of those given are not necessarily the best ones. They are given because they have worked, but their value when repeated should be carefully weighed. This is a first book on the work of the high school dean and much material might have been added. More experience and experiment will be added in time by others.

This book is intended for school administrators seeking information about the scope of the dean's work, for teachers interested in the social aspects of education, and for social workers having contact with the schools. It may also serve as a text-book in courses for the training of deans and as a supplementary text-book for classes in school administration, educational and vocational guidance, educational measurements, psychology, mental hygiene, character education, and extra-curricular activities. The author hopes that this book may present a body of helpful material to all those who are interested in the opportunities of the dean in the high school, the development of progressive education, the application of the new psychology to problems of social adjustment, and the service of the schools to the welfare of boys and girls.

When this book was first planned, Miss Edith M. Tuttle and the author intended to write it together. In over twelve years of association as deans in Washington Irving High School, new projects had always been taken up together, each advising and assisting the other. Therefore, in conjunction with Miss Tuttle, topics and chapters were divided and the writing was begun. When about a quarter of it had been written, illness compelled Miss Tuttle to give up her position in the school. Since she could not complete her share of the work on the book, she decided to withdraw her name as co-author. This necessitated the completion of the work by one writer. The experience and many of the plans given in it were as much Miss Tuttle's work as the author's. Some of her written material has been given in the text and in the forms. For her generous permission to use this material, the

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author wishes to make full and very grateful acknowledgment.

Mrs. Elizabeth F. Pratt, who succeeded Miss Tuttle as Dean, has also given gracious permission for the use of some of the forms that she has written. The author acknowledges her courtesy with appreciation.

During two summer sessions, Miss Tuttle and the author conducted a seminar for high school deans at New York University. For this opportunity to learn about the experiments of others, the author is indebted to Dr. John W. Withers and to the teachers who gathered there for discussion and study. For four summers, the author conducted a course for deans and for those interested in deans' work at the Smith College School for Social Work, Northampton, Mass. It became necessary to resign from the staff there and to give up further teaching in the summer. To the Director, Dr. Everett Kimball, to the Associate Director, Miss Bertha C. Reynolds, and to the other members of the staff, the author wishes to express deep appreciation for the privileges of their courses and lectures and of their carefully chosen reading lists. The assistance received from them and from those taking the course for deans has been invaluable to the author in her daily work as dean and in her studies in connection with the preparation of this book.

Special acknowledgment is made to Mr. William McAndrew for the Introduction and to Mr. Edward Cornell Zabriskie for the Preface for this book, and for twenty-seven years of inspiration, encouragement, and training that they have given the author as Principals of Washington Irving High School. To the staff, also, the author is deeply indebted for coöperation in developing plans, for the originality and interest expressed in their suggestions, and for their generous permission to write in this narrative of their contributions to the deans' service.

For eight years, the Girls' Service League of America has given, at the request of the deans, some assistance of their psychiatrists and staff of social workers to serve the needs of Washington Irving High School girls. For five

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years, Dr. Anne T. Bingham, Psychiatrist of the Metropolitan Life Insurance Company, then Psychiatrist of the Girls' Service League of America, gave advice and supervision to the development of this type of service. Grateful acknowledgment is made to her and to the staff of the Girls' Service League of America for permission to quote from their records in explaining this exceptionally fine coöperation with six of the high schools of New York City.

Acknowledgment is given also to others who have helped toward the completion of this book: to the "Teachers College Record" and to Dr. Elbert K. Fretwell, of Teachers College, Columbia University; to Dr. Ben D. Wood, of Columbia College, and to the "American Council on Education Supplement"; to authors and publishers, all of whom have granted permission for the use of their material; to Mr. Edward Cornell Zabriskie, Principal, to Miss Minnie Keil, Vocational Counselor, to Dr. Edith Carothers MacLauchlan and Miss Mildred Schultz, Psychologists, all of Washington Irving High School, and to others who have read the whole or parts of the manuscript; to Miss Helen H. Crandell, of Washington Irving High School, for her expert aid in proof reading, and to all those who have assisted with the preparation of the manuscript.

These acknowledgments are not intended to imply any responsibility for the material included in this volume or omitted from it. For this book the author alone is responsible.

MARY HOOKER JOHNSON
Washington Irving High School, New York, N. Y.

CHAPTER I

THE NEED FOR DEANS IN THE HIGH SCHOOL

DEANS IN THE HIGH SCHOOL DEFINED

In our American colleges and universities, there are officials to whom has been given the designation of dean. Their duties are, perhaps, fairly well understood now, but the titles of "dean of girls" and "dean of boys," as they are being used in American secondary schools, imply aims, duties, opportunities, that are yet to be clearly defined.

The chief purpose of education during the years of school attendance should be to secure the best all-round development of the individual child, in order that each may live more abundantly, more happily, more efficiently, more usefully through all the years of life. If this is the chief purpose of education, the school must accept responsibility for the development of the individual child along moral, physical, and social lines, as well as along purely intellectual and vocational lines. The emphasis upon the best development of the whole personality of the child has led to the socialization of schools. Special workers are being supplied in addition to the teachers in the classrooms. Class advisers, a vocational counselor, an employment secretary, a psychologist, and a program committee work together to furnish the advice needed by children in choosing subjects, in selecting a vocation, in securing employment, in planning for entrance to higher schools. Physicians, specialists, a nurse, physical training teachers are asked to assume responsibility for advice in regard to the physical development of each child. For particularly unadjusted children, some schools are beginning to feel under the obligation to arrange, if possible,

for the advice of a psychiatrist and the services of a trained social worker.

In the socialization of the school, the dean of girls and the dean of boys have a place. The chief purpose of their work is no less the best all-round development of each child. As assistants to the principal, they are needed to aid him in the direction of those activities of the school that center in the welfare of the school as a whole and of each individual in it. Some of their duties are administrative and supervisory; some of them are concerned with the guidance of individuals in their scholastic, vocational, social, physical, and moral needs. Their work does not supplant or make superfluous any work in socialization that the teachers of subjects are able to do, but does add and unify many activities for which teachers have no time.

The specific functions of deans are social in nature. The aim of their work is the development of better persons, through guiding youth to make more satisfactory adjustments to life. The means that they employ are the guidance of groups and of individuals and the organization of activities which will carry out the aim of their work. A high school dean, then, is a teacher, an administrator, a director of social activities, and a guide for boys and girls.

THE NATURE OF MODERN HIGH SCHOOLS

The American high school of today is a new type of educational institution. It is not a selected group of boys, or of girls, or of both, drawn from a social or intellectual aristocracy; nor does it aim to train only those who are intellectually and morally superior, and to eliminate the rest. The pupils of a modern high school, especially in large cities, constitute a cross-section of the community, representing in some cases almost all races, all social classes, and all degrees of mentality, from morons to geniuses. This heterogeneous personnel has resulted from the increase in prosperity in the United States, which has caused an increased determination on the part

of more people to have their children educated. Schools have taught that high school education prepares one better for life and enables graduates to earn more money in pleasanter positions. Parents have seen the conditions that surround wage earners in unskilled occupations, and they covet for their children the education that will give them the opportunities to labor in more healthful and refined surroundings.

Many of our states have raised the compulsory education age to cover most of a high school course—to sixteen, to seventeen, and to seventeen and a half. High schools, Boards of Education, and municipal Boards of Finance are almost overwhelmed with the crying demand for high school instruction. The movement of girls and boys into high school, both in the day schools and in the evening schools, means aspiration and ambition. It is one of the most significant signs of American democracy.

Size and Complexity of New York High Schools.—The immediate results present many problems and difficulties. One high school in New York City has an enrollment of over 5,000 boys and girls and about 85 per cent of these are children of parents both of whom were born either in Russia or in Austria. As the school building will accommodate at one time only about 2,200 students, the school runs on double sessions and also has annexes. A high school for girls in the downtown section of New York enrolls about 5,500 in a building that can house about 2,500. This school operates on a four-session plan. Eighty-four per cent of its students are the daughters of parents both of whom were born outside the United States, the large majority in Russia, Austria, and Italy; 12 per cent have one parent of foreign birth; the other 4 per cent have both parents born in this country, and some of this latter percentage are negroes. Standardized intelligence tests, given during three years in this school to about 6,000 entering girls, graded over 17 per cent of the girls as below average in general intelligence, and individual psychological tests, given during three years to

424 girls, identified 58 as of only moron intelligence. Yet this school has its geniuses too, and graduates nearly half of those who enter.

In January, 1929, the City of New York had thirty-eight senior high schools, three junior-senior high schools, and fifty-seven junior high schools. A school of 1,500 is considered small. These schools had a registration of 139,564 in senior high schools and 84,919 in junior high schools, of whom 30,356 were on "special schedule" and 28,681 on short time in the high schools, and 4,900 were on "special schedule" and 1,404 on short time in the junior high schools. "Special schedule" means sessions that begin before 8:30 a.m. or continue after 3:30 p.m. Many of the high schools are overcrowded and have annexes or special schedules, or both. This condition exists just because of the widespread desire for high school education.

Other Cities.—Numbers as well as the proportion of high school students of foreign parentage in other large cities are not much behind New York and it is probable that when mental measurements are more generally and accurately used the differences in intelligence will be found to be as great in many schools as in the one cited.

THE COMMUNITY

In large cities most of these girls and boys have their homes in apartments or tenements. The ineffectiveness of home and church training upon the masses of young people is admitted by those most concerned for the development of character in our youth, and there is grave concern over the disintegrating influences present in much of our journalism, popular fiction, and motion-picture entertainment. On the other hand, perhaps in no past time have there been so many organized influences for the upbuilding of character, such as recreation centers, public lectures and music, Boy and Girl Scouts, welfare agencies like the Girls' Service League of America, and similar organizations, but competition is keen between

the temptations that speak to the lower nature of youth and the voices that call to them to do and be their best. Those who deal intimately with adolescent girls and boys feel the truth of H. G. Wells' saying, "Civilization is a race between education and catastrophe."

WHY A DEAN IS NEEDED

It is evident that, with such conditions as these in the schools and in the community, there should be in every high school some one person whose chief, not secondary, work should be to direct social welfare service and character education, by coördinating the efforts of teachers and by planning and supervising school-wide activities. Someone free to give sufficient time should advise students concerning such character-building opportunities as student government, campaigns to raise standards of honesty and manners, the management of lunch rooms, study halls, and corridors, and their social and recreational activities. In a small school of a few hundred pupils all this would be, perhaps, the work of the principal, though it is the opinion of some principals at least that in every school with two hundred or more girls there should be a dean whose chief work is to furnish opportunities for the development of good moral and social standards. However it may be in small schools, the principal of an oversized, double, or multiple session high school, and the vice-principal as well, are so occupied with the supervision of teaching and the business organization and management of the school that they have time for little else. The teachers have so much classroom teaching to do and so little time for individual conferences with pupils that they cannot be expected to do much more than can be done in class periods. A dean is needed to coördinate and supplement existing work and to organize and direct new lines. A dean is needed also to consider the problems of individuals and to think through with each one to decisions that will bring better conditions in troubled lives.

Some Opinions as to Why a Dean Is Needed.—Varied opinions are expressed by school people, parents, and students as to the need for a dean in the high school. Principals feel the need for a woman teacher to whom they may assign "the problems of the girls." When Jennie's mother calls at the school to ask for aid in finding her runaway daughter, the principal wants a woman teacher to confer with the attendance officer who finds Jennie at a lodging house under the protection of a "gentleman friend"; with the social worker who takes Jennie to a physician for information and guidance, adjusts her to a temporary foster home, and later to her mother's home; and with the section adviser whose understanding tact is needed when Jennie returns to school. As long as Jennie remains in the school, the principal will need a woman teacher to supervise her as a friend and guide. To busy principals, the dean is an assistant to receive visitors, parents, students, and all those whose requests "to see the principal" can usually be met by a qualified assistant.

Teachers feel the need of someone "in the office" to whom they may go with the question, "Can you do anything about this?" They think of such an official as a person whose business it is to straighten out school tangles, so that the threads of the day's routine will weave more smoothly.

Parents want someone to whom they may go for advice about their children's problems that arise in school, and frequently outside, too. One anxious mother said: "Anna will not listen to me. She does not make her lessons. She stays out late at night. When I speak to her she pays no attention. I want you should speak to Anna for me and tell her she should mind me. Maybe she will listen to you."

Students express their recognition of their need of a dean in various ways. "They are heads of the bad girls," said one. "They help us get up dances and parties," said another. "Our deans are supervisors of marshals and advise the officers of our student government," said

a class captain. "They are in Office 115 and any girl may go to see them about anything," summarized a second term girl.

Deans themselves know that there should be such a worker in the field of social service in the high school. Some think that "she should have no discipline cases, she should be a director of social activities, she should not be connected with any punitive measures." Others say, "She should have all the office discipline and welfare cases of the girls, and, where there is no dean of boys, many of those of the boys too. These give her a great opportunity to understand girls and boys and to be a friend to them at critical times in their adolescence." Some say that the dean should control and direct extra-curricular activities; others think that these activities should be delegated to committees of teachers. Questionnaires reveal the fact that, in actual practice at present, deans are "doing with a will the work that their hands find to do," but that their list of duties has been made up from "what seemed to be needed in our school."

CHARACTER TRAINING THE GREAT AIM OF HIGH SCHOOLS

Mr. William McAndrew, formerly Superintendent of Schools in Chicago, maintains that the purpose of public education, as its founders conceived it, is "to establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty." That is, schools are supported at public expense, just as government is supported, in the interests of the entire community, which are best served by developing in girls and boys the kind of character that will make them good citizens in a democracy. We are realizing that untrained minds are less harmful material for citizenship than trained intellects with undeveloped morality.

Proof that Need Is Felt.—A number of recent movements show that the need is felt for character training of chil-

dren and youth in our Republic, and that the public schools, because they can reach so many children, must do their part in giving it.

Character Education Institution.—In 1915, a business man, the head of a large enterprise, came to the conclusion that character education in America is fundamental for future welfare. This gentleman, who preferred to be known as "The Donor," gave generously to the Character Education Institution at Chevy Chase, Washington, D. C., helped to develop its work on broad lines of service, and started an endowment known as "The Donor's Trust." The membership of this Character Education Institution is made up, ex officio, of State Superintendents and Commissioners of Education. It was founded primarily for basic research on problems of character education. It had a \$20,000 award in 1922 from "The Donor" for the "best method" of character education. This award was given to a group defined as "the collaborators in Iowa" for a plan called "the Iowa plan." This plan includes a children's code of morals, which won "The Donor's" \$5,000 award and which has since been revised and verified. Research committees of the Character Education Institution in twenty states are studying and experimenting with what is called the "Five Point Plan." The work of this Institution has merely made a beginning. It plans to keep on with its researches for many years.

The National Honesty Bureau.—In 1922, Mr. William B. Joyce, for many years executive of the National Surety Company of New York, founded the National Honesty Bureau, because of his belief that the only way to lessen the crime wave in this country is by counter education, which can best be given in the public schools, where "the daily life of the school is itself the most potent instrumentality in training in honesty." The last clause is quoted from the preface of the "Honesty Book," which is published by the Honesty Bureau, 115 Broadway, New York, and furnished to teachers at cost, 50

cents a copy. In January, 1924, the "Honesty Book" was in use in about 500 cities and towns by 25,000 teachers of more than a million pupils.

Committee on Character Education of New York High School Teachers.—Dr. Clarence E. Meleney, when Associate Superintendent in charge of high schools, in 1922 appointed a committee of teachers representing all the high schools of Greater New York, to devise better methods of character education. This committee, with Mr. Arthur L. Crossley as chairman, met frequently for two years, and in August, 1924, the Board of Education published their report in a pamphlet making concrete, constructive recommendations. The proposition on which this committee based all its work is that training in character should be the first aim of high school education.

A Modern Vision of an Ancient Truth.—These recent movements indicate a modern vision of the ancient truth that moral good, right habits of living, are fundamental for the well-being of the human race, more important even than material comfort, health conservation, or the training of intelligence, necessary as all these are. Socrates taught in "Gorgias" that wisdom and virtue are one, and that only the wise and virtuous man is free. The Old Testament teaches that "to depart from evil is understanding," and the New Testament, "Enter ye in at the strait gate," and "All things whatsoever ye would that men should do to you, do ye even so to them."

RECOGNITION OF NEED BY PRINCIPAL AND TEACHERS

The first step toward having high schools make character training the first aim of their work is, of course, the recognition by principals and teachers that this is the great aim. The principal will then do whatever can be done in the administrative plans of the school toward attaining this aim, and the teachers will make it fundamental in their teaching and in their relations with pupils in other activities.

CHARACTER EDUCATION THE FIRST AIM OF A DEAN

To say that character education should be the first aim of high schools and then to leave the carrying out of this aim to such disunited efforts as overdriven teachers can make in scraps and shreds of time snatched from something else, is to deal insincerely with the whole question. This is the business of every teacher, but it is not likely really to become so unless there is intelligent direction of it by one person whose time is left free for it. Therefore the first and great aim of a dean should be to develop character.

TO ORGANIZE THE SOCIAL LIFE THE SECOND AIM

Mrs. Ella Flagg Young, while Superintendent of Schools in Chicago, in 1913, established the position of Dean of Girls in the high schools of that city. At the first meeting of these deans Mrs. Young said that the dean was not to do the business, clerical, or program work of the school, but was "to organize the social life and to be a friend to every girl."

Aim of High School Social Life.—The social life of a high school is not an end in itself. Its function is to make girls and boys happier and to lead them to practise co-operation, fair play, social amenities, approved social usages—in short, the manners that "make the man" and "are the woman herself." School social life should be subordinate to character training and to scholarship, but it can be made a help to both.

Need of Social Life.—The primary instincts of adolescents make social life necessary for them, and in communities of tenement and apartment dwellers there is more need for the school to recognize this need than in rural districts where homes are larger and where there are fields and roads and brooks. School clubs, dramatics, parties, and dances are the outward and visible signs of the urge of gregariousness, self-assertion, rivalry, mastery, submission, kindliness, sex, and of the combination of

desires that results in imitation and play. Almost everyone knows of some instance of what happens when the desire of youth for social life is repressed or disregarded. The desire smoulders until it flares up and bursts out in an undesirable and sometimes disastrous way. But if we recognize the desire of young people to associate informally, we find them most willing to accept friendly advice and guidance. Their egotism and assertiveness is often mixed with humility and timidity. What they need in every school is a friendly, understanding person who is given time to listen to them, advise them, and help them plan. As with all education, this helpfulness should reach them while they are young and not begin belatedly after undirected social activities have led them into trouble.

Forms of High School Social Life.—Forms of healthful social life in high schools vary from those reaching into classroom organization to those that are extra-curricular. Some of the leading types are the pairing off of seniors with entering pupils for guidance, student government, parties, dances, plays, pageants, concerts, motion pictures, outdoor events like field days and boat rides, and clubs that are educational, social, or athletic in their main interest.

TO BE A FRIEND TO EVERY GIRL THE THIRD AIM

In an address at the meeting of secondary school principals and high school deans at Cleveland in 1923, Miss Margaret Kiely, then dean in the high school at Bridgeport, Connecticut, said, "The basis of our work is the individual touch, but the test of our work is the quality of the group." Being a friend to girls and boys of many kinds and great numbers is a large contract. It means aiming to see that there is equal "justice for all" in the opportunities of school life, and it means lending a sympathetic ear, an understanding heart, and a firm will to those who are in real or imagined trouble.

The Unadjusted Girl.—In some of our largest and most complexly organized high schools all cases of discipline and other complications relating to the behavior of girls that classroom teachers have not time to solve are referred to the dean of girls. The dean's work is to try to find the cause of anti-social or unsocial conduct, and to treat the cause, not the symptoms. Is the girl an obstruction to teachers and fellow students because she is too under-nourished and overburdened with home cares to study, because she is unhappy over a physical defect or the kind of clothes she has to wear, because she is too dull to master high school work, or because she has an over-developed ego or an inferiority complex?

In the conduct of those who are unadjusted to high school life there are sometimes the germs of insanity or of criminality. "To find out what is wrong with this girl" who presents herself to us as a problem, and to bring to bear upon the problem all the influences of school, home, and community that may help to adjust the girl to her school life, or to some other good environment, are important tasks in every high school. Since high schools now contain throngs of pupils from all types of homes, of many nationalities, and with wide differences in general intelligence and in social and moral training, a dean of boys and a dean of girls are needed in each school to plan and direct the work of character education through the organization of the social life, through the study of the welfare of the individual boy and girl, and through the socialization of the school in order to secure the development of better citizens for the nation.

A TYPICAL HIGH SCHOOL WITHOUT A DEAN

In a typical high school of 1,200 students with about an equal number of boys and girls, a principal, and a faculty of forty teachers, what is lacking when there is no dean? The courses offered are a college preparatory academic course, a general course, a few commercial subjects, and electives in sewing and cooking for the girls. The school life of the students consists in attending

recitations in the subjects on their programs, gathering once a week for an assembly address by the principal or by an outside speaker, and instruction in group singing from the music teacher. There may be a fifteen-minute home-room study period and perhaps two periods a week of formal physical training drill with or without specially trained physical training teachers. Athletics are limited to baseball and football for the boys on the teams with the rest of the school as audience at games. A few socially minded teachers may have clubs of their choice for groups averaging twenty or so. The school as a whole may have a student president, vice president, and secretary, and the four classes or the home rooms may have similar officers. The duties of these officers are vaguely defined. There are no general regular meetings of representative officers from the home rooms, no governing council, no student court. There is no constitution or centralization to provide a strong, functioning government. Character training is confined to the classroom of each subject teacher and to what can be gained from good sportsmanship in baseball and football. The student body is made up of individuals following programs in the subjects of their choice with little training in team work, in planning what is best for the school as a whole, in developing the spirit of the school, in giving the personal service in the community that should be expected of each student citizen. Discipline is maintained by the personality and methods of each teacher. Those students who do not conform are punished perhaps by being sent to a detention room for study after session for lengths of time presumably commensurate with the offenses. Those who are not controlled by detention room or other punitive methods are sent to the principal. He may summon the parent, suspend the student from all classes temporarily, or even expel him permanently. All this may be done with no study of the intelligence of the student, his physical, emotional, or social condition, to guide the principal in his decisions. In a school so administered, a boy or a girl literally goes to daily recitations in subjects

and gets little education from the school in any other way. His or her social life is secured entirely outside of school hours and supervision, at parties and clubs of chosen groups of friends, at Y. M. C. A., Y. W. C. A., or Scouts, at church clubs, or, by many, from their only playground—the streets with the gang.

THE HIGH SCHOOL WITH DEANS

In a high school in which there are deans set free of teaching a subject and given sufficient time for their special duties as deans, conditions may be very different. The dean of girls may have an office near that of the principal, where any student, teacher, parent, or visitor may go to her at any time for advice and help. She may work with the dean of boys and with committees of boys and girls to codify the usages of a thoroughly organized student government in which as many as one in five may be officers at one time and all may have opportunities for service to the school community at some time during their course. A centralized plan of extra-curricular activities may be made in which every student belongs to some club and most of the teachers serve as sponsors. A point system may be worked out and approved by sponsors and students to regulate participation in activities. Through regular meetings of student officers with the dean as adviser, many character-training opportunities may be furnished in the life of the school, such as campaigns for punctuality, honesty, personality, service, or fair play, discussions about dress, social usages, customary school procedure, impressive ceremonies for Officers' Day and the installation of the Governing Council. Suggestions for these events will come readily in free discussions in councils, and committees of students will be eager to work out details in practical forms, with posters, assembly talks, and articles in the school newspaper by students and teachers. Discipline may be secured by the influence of good student government officers, taught to be tactful, efficient leaders in controlling traffic in halls and order on school property and playgrounds and in securing orderly

recitations in classrooms in the few minutes when teachers may not be in their rooms. A sympathetic understanding of teachers' problems in discipline and administration may be developed in student officers through councils or court sessions as students learn to take responsibility for their own and each other's behavior in accordance with "what is best for the school." The teacher becomes a friendly adviser "to let us know what we are authorized to do," and not an antagonist in an unfair contest "to get the best of the teacher who is there to watch us." Some boys and girls will need individual welfare service. For them, the dean will find a way to secure scientific data to guide her in advising them—a psychological test to learn the general intelligence level, the advice of physicians for the diagnosis of physical disabilities, the recommendations of a psychiatrist to show how to overcome emotional instabilities, the report of a social worker who has visited the home and environment. This school, too, has its occasional lawless boy; runaway girl, shop-lifter, pilferer, and the sexually curious. With a dean to study causes and to watch over these adolescent problems as long as these students are in school, the principal will have the advice of experts assembled to guide him in the decisions he authorizes for their welfare. They may then be retained in school under supervision, or they may be discharged, because one or the other is best for the welfare of the student in the particular case and not because punitive discipline is the only resource of the principal's office.

With such methods of scientific study of individual students in the school, all teachers may have the benefit of knowing the intelligence levels of all their students and the reports of physicians and social workers upon the "special cases." "Problem cases" then become opportunities for each teacher to assist in carrying out the welfare program that the experts have advised. Teachers carrying full programs in their licensed subjects have not time to secure these services for the school or to work out special projects in lunch-room supervision, social

procedure at dances and parties, devices for character training, or prolonged study of the individual, although they are willing to assist with all of these when the general plans have been made. Teachers think in terms of the welfare of students in their subjects; deans think in terms of the welfare of students as all-round individuals, as social groups, as one group composed of the whole student body. Without a dean these varied types of service may not be supplied in a school. With a dean to plan and direct ways and means, the school may be organized to give a steadily increasing variety of training in the all-round education of young American citizens to prepare them for the responsibilities of life.

What Should the High School be Equipped to Do for Frank and Mary?—Frank and Mary may need some knowledge of mathematics and history, but they will surely need fine standards of manners and morals, habits of coöperation, loyalty, service, knowledge of the relations of work and play, with definite choices of the right use of leisure, a sense of responsibility for obeying laws and seeing that laws for the common good are respected by others. Frank and Mary have a better opportunity to secure training in these things in a high school where a dean of boys and a dean of girls aid in the development of character, the organization of the social activities, and the scientific study of the welfare of each student.

CONSERVATION OF MONEY AND LIVES

Such social service in a school saves large amounts of money now expended because of the failures of students, the repetition of subjects, and the loss in increased earning capacity by boy and girl wage earners who leave school before they have been adequately trained in their chosen vocations. Over one-half of the total high school population of our country leaves school before graduation. The work of deans and vocational counselors may do much to help to keep these young people in the schools for a

longer period and to send them out with better social attitudes to equip them for their positions in life.

THE AUTHOR'S PLAN FOR THIS BOOK

Since there are so many different opinions about the dean and her work, writers on the subject of the position of dean in the high school may summarize from experience, from their knowledge of what deans are doing, and from what some deans think conditions should be. In the chapters that follow, the author will define what the duties of certain deans have been in some high schools, what aims and ideals have guided them in their work, what qualifications the opportunities of the position seem to require, what professional studies may aid them to prepare for the demands of the position. Her aim is to give, in detail, measures that have been found to be successful in some schools, with the underlying principles made clear enough so that other deans may find suggestive material for use in their own schools. Practical programs of deans' work rather than theory are emphasized. Plans that have worked successfully for several years in large city schools, handicapped by double or quadruple sessions, can be adapted to other types of schools, large or small, urban or rural, for girls or for boys separately, or for boys and girls together.

Since the deans at Washington Irving High School have been given the opportunity to develop their work during a period of over fourteen years, much of the material in this book must be taken from their experience in that school and from the experience of other deans whose work they know. This practical material is offered not as a model set of plans, nor as a complete study of theories about what deans' work should be, but in the hope that it may possibly be helpful to others who are working in this field of socialization or who seek to extend their explorations.

CHAPTER II

THE POSITION OF DEAN IN THE HIGH SCHOOL

RECOGNITION OF DEAN'S POSITION

By United States Bureau of Education.—On October 15, 1919, Commissioner P. P. Claxton, of the Bureau of Education of the Department of the Interior at Washington, D. C., wrote to the principals of the high schools of the country as follows:

The excellent results that have followed the appointment of deans of women in the universities and normal schools have led to an extension of the plan to the high schools, and to a demand for fuller information on the subject.

I have, therefore, asked Professor Romiett Stevens, of Teachers College, Columbia University, to prepare a report on the subject for publication by the Bureau of Education. As a contribution to that report, will you kindly furnish the information indicated by the following questionnaire.

Dr. Stevens had published in the *Teachers College Record* for September, 1919, the results of a questionnaire that she had sent to ninety-two schools selected by her for study. Dr. Claxton wished a similar study made of all the high schools in the United States, but it was never completed. Dr. Stevens' report had shown:

1. That the need of an adviser or dean was felt in many schools.
2. That the position needed standardization in scholarship, duties, title, salary, and time allotment free of teaching.
3. That the work of an adviser or dean was being done to a greater or less extent in many high schools.*

Dr. Stevens, who organized and taught the first course for deans in the country, recommended that teachers doing the work of advisers in the high schools use the

* "The Adviser of Girls in the High School," Romiett Stevens. *Teachers College Record*, Vol. 20: No. 4, Sept., 1919.

title of dean, if possible, to assist in standardizing the duties and the position.

At the conference of high school deans in Chicago in February, 1922, Dr. Stevens said that, in answer to a questionnaire, 365 high schools had reported having official deans or advisers. She thought it was safe to say that about 400 schools had them. The salaries paid ranged from \$1,000 to \$3,700. In 62 per cent of the schools, the dean or adviser was paid more than the highest-paid teacher; in 17 per cent, the same salary; in 20 per cent, a lower salary. In some schools the advisers did no teaching, in others they taught full programs, but in most schools they were partially relieved from teaching. The age distribution was heaviest at forty, next at thirty, with no one younger than twenty-two or older than sixty-one. A third of the advisers reported having served only one year, and only a twelfth more than four years, indicating that in most schools the position had not existed long.

By Superintendents and Boards of Education.—The position of dean of girls was established in the city of Chicago in February, 1913, when Mrs. Young was Superintendent of Schools. The deans are appointed by the high school principals to permanent positions, with a salary of \$300 more than that of high school teachers.

In many high schools throughout the country the position of dean has, as in Chicago, official recognition and a salary grade, but in many others the work is an assignment by the principal rather than an official appointment recognized by the Board of Education. Some teacher in a school with special enthusiasm and fitness for the work of a dean has been given the opportunity, or has made it, to do pioneer work, and after she has demonstrated the value of this work she has been given more time and opportunity for it, sometimes with and sometimes without official recognition and extra salary. Undoubtedly the greatest joy in work often belongs to the pioneers, upon whose "lifted foreheads pours the

boon of endless quest," rather than to those who may be appointed to positions after the path has been marked out, but the precariousness of work that is not officially recognized is obvious. Mrs. Young was a pioneer in seeing that the work of a dean is too important to be dependent upon the personal bias of any principal or superintendent.

By the National Association of Deans of Women.—In 1920, the National Association of Deans of Women, composed of deans in universities, colleges, and normal schools, voted to extend membership to deans and advisers in high schools. At the first meeting of the high school section, in 1921, there was an attendance of sixty. This number was doubled in 1922 and trebled in 1923. The high school section is now the largest division of the National Association of Deans of Women.

The first meeting of the high school section, in 1921, passed the following resolutions:

To Superintendents of Schools and Boards of Education. These resolutions are presented by the high school deans of the National Association of Deans of Women, allied with the National Education Association:

WHEREAS the present development of socializing aims in education shows the increasing necessity of supervision and advisory contact with the students and the necessity of organizing the extra-curricular activities of the school, and

WHEREAS many high schools of the country have with benefit to the schools and the community recognized the work of deans or advisers by an allowance of time, or of salary, or of both,

THEREFORE BE IT RESOLVED that this section express its belief that such work should be officially recognized in every high school of the country.

By High School Principals.—At the annual meeting of the Association of Secondary School Principals in Atlantic City in February, 1921, the principals voted to ask their school authorities that deans of girls and deans of boys be appointed in the high schools throughout the country.

In February, 1923, at the meeting in Cleveland of the Department of Superintendence of the National Educa-

tion Association, the high school principals and the deans of girls held a joint conference, attended by at least two hundred. Among others, Dr. Ryneearson, of Pittsburgh, Mr. G. W. Gethman, of Oklahoma City, and Mr. D. E. Porter, of Omaha, emphasized the opinions of high school principals that the dean is needed to direct character education, that she is in charge of the moral and social life of the girls of the school, that her task is to interpret girlhood to itself, that she should have sufficient authority and proper facilities for effective work, that she is primarily an executive and secondarily a teacher.

By High School Teachers.—The Committee on Character Education, composed of teachers in the high schools of Greater New York, presented a report in the spring of 1924 in which one of the most important recommendations is the following:

That to help carry out this program of training in character the positions of dean of girls and of dean of boys be established, so that in every high school there may be a teacher whose energies shall be primarily devoted to the work of directing character education, and who shall be given sufficient time allowance for this work to make it effective.*

By Women's Clubs.—In some communities women's clubs have brought their influence to bear upon provision for the guidance of high school girls. Perhaps the most noteworthy of such efforts is the resolution concerning the position of dean that was passed unanimously by the sixty-second convention of the New York City Federation of Women's Clubs, on October 26, 1923. This convention was attended by 1,118 delegates and alternates, representing 333 women's clubs and 100,000 women. The resolution follows:

1. WHEREAS the high school girl is at a most plastic age and in need of counsel and moral guidance as well as of mental and physical training,

2. WHEREAS there should be kept in every high school records of every pupil's traits, such as dependability, punctuality, truthfulness,

* "Character Education in High Schools," p. 138, Board of Education, Aug., 1924.

obedience, and personality, as well as her destination after leaving school,

3. WHEREAS an intimate relationship should be maintained between school and home through some competent supervisor,

4. WHEREAS the high school girl would benefit by the personal interest of a woman of high rank in the school,

5. WHEREAS the high school girl may be in need of a confidante, an adviser, a censor, a social arbiter, a vocational guide—in short, a woman of tact and insight into girls' problems,

6. WHEREAS all these needs, as they arise, can be supplied by a competent, thoroughly trained, and scholarly woman known as a dean of girls,

7. WHEREAS in those high schools where women have been performing the duties of deans of girls, notably in Wadleigh and Washington Irving, at the request of the principal and with the consent of the board of superintendents, highly beneficial results have been attained,

BE IT RESOLVED that the New York City Federation of Women's Clubs respectfully urge the New York City Board of Education to establish the position of dean of girls in all high schools which girls attend, and to provide that the position of the dean shall be one of exceptional dignity and importance.

Submitted by Committee on Education,

New York City Federation of Women's Clubs,

(Mrs.) Eleanore F. Hahn, *Chairman*

RELATIONSHIP TO COLLEAGUES

To the Principal.—When a principal selects a dean for his high school, he chooses a teacher who he believes has the qualifications and training that will make it possible for him to trust to her judgment and knowledge in her work for the welfare of all the students. To assign her to the work of dean and still withhold from her the authority she needs to carry out her plans cripples her service seriously. One dean said, "My principal does not believe in student government, so I cannot put a centralized plan in operation, although I feel confident that it would work successfully in our school." How much better chance the two deans had whose principal said to them, "Make a plan and go ahead. The teachers will never think that we are ready for student government. We shall have to go ahead and try it." Another dean said, "My principal will not give me any

authority in discipline cases." The deans are unusually fortunate in a school in which their principal habitually says to girls who may go to him, "We will consult one of our deans about this matter. They are in charge of such questions of discipline." This does not mean that a dean will fail to consult her principal about her plans, secure his approval always, and drop at once those to which he is opposed.

The principal and the dean should assume responsibility together for the dean's plans, each making use of the knowledge and experience of the other in formulating them. In some matters the principal can safely say to the dean, "Whatever you think is best will be all right"; in others, it is necessary for him to act with his full authority and responsibility as the head of the school who is held responsible for its procedure by superintendents, school boards, and taxpayers. The principal and the dean must work together with mutual trust, respect, firmness, loyalty, fairness, and courage. There is plenty of work in a high school for the principal and for this assistant, without conflict or uncertainty as to which duties belong to each.

Some freedom and independence are necessary for the dean's best exercise of her originality and initiative. She may assist the principal by suggesting matters in school life that need regulating through explanations to students and teachers. He may assist her by addressing the students in assemblies and on Officers' Day on ethical or student-government topics and by formally installing the newly elected Governing Council. He strengthens her work when he attends dances, parties, plays, and field days, and shows by his presence and interest his approval of the activities and his support of her supervision. He should be ready always to give her the advice she seeks. With a fine type of man or woman as principal, the dean has the constant example of his fairness, firmness, kindness, and courtesy as an inspiration for her students. Without the whole-hearted support of her principal, a dean can accomplish little; with it, her finest visions may

become realities. It goes without saying that the dean's work must have the cordial support and sympathetic understanding of her principal; lacking these, she might as well not begin.

To the Faculty.—As a teacher in the school, the dean has usually worked with the other members of the faculty on special school projects, such as dramatics, pageants, entertainments, field days, get-together parties. They know her well and are accustomed to her friendly interest and coöperation. From such experience they know what they may expect from her in helpfulness when she is assigned to her new administrative duties. The dean who comes from outside the faculty of a school must win the confidence and good will of the teachers and launch her plans simultaneously—a far more difficult task. A dean may devise the most fascinating projects in the world, but if the teachers are not interested and are unwilling to undertake a share in carrying them through, she can accomplish nothing. For example, in a plan of student government based on representation through officers elected in each section room, considerable supervision is required from the official section teacher. She advises the students about election of officers, has constitutional veto power over elections and action, distributes printed instructions for officers, schedules of councils, sleeve bands, and various other material supplied by the dean from time to time. She summarizes personality ratings and keeps the dean informed about the finest students in her section who are worthy of nomination for office and those whose personality defects need special study and treatment. Most new plans are likely to need some explanation by section teachers in home-room periods. Their interest, support, and constant coöperation are invaluable to the success of the dean's program for the welfare of the students. Again, the sponsors of student activities form a group of the faculty that works with the dean in developing a fine program of extra-curricular activities. Without their loyalty,

faithfulness, and enthusiasm, there can be no successful social training through these activities.

General Advising.—The dean's greatest difficulty lies in the fact that she is asked to give her advice on a wide variety of questions with no opportunity to think the question over or to secure information. Where she has insufficient experience and knowledge, she should be wary of giving immediate answers. The author has found, for example, that when a teacher brings an offending student to the office "because she disturbs my class" it is better to detain the student until the dean has secured data about her record before decisive action is taken. Hasty action on insufficient data does harm rather than good in effecting satisfactory adjustments in discipline cases. The dean should try to be able to answer all questions that are asked of her, and when she does not know, it is her business to find out and to supply the information as soon as possible. The dean should try to act promptly upon all questions and reports of teachers. This is difficult in very large schools where each question and report must be given its fair turn for attention.

Suggestions of Faculty.—Teachers frequently offer suggestions to the dean about school affairs. Such suggestions can usually be studied and worked out into some beneficial procedure. Sometimes they show merely that the teacher is in need of an explanation of what the customary procedure is or of why that particular one has been tried and given up as ineffective. Two hundred heads in a faculty are better than one solitary dean's. She would do well to remember that "others have brains" and use the abilities of others whenever she can. She soon learns which members of the faculty are authorities on one subject or another, which have sober reliable judgment, which the enthusiasm, the keen social feeling, the desire to serve, that some particular project requires. To them the dean will go for counsel. It is a constant source of help to talk with teachers about the interesting features

of new plans, to sound their opinions, and to secure their approval in advance.*

Attitude of Teachers toward the Dean's Position in the School.—Teachers should feel that the dean is just another worker, a teacher like themselves, but one who is assigned to duties that are different from those of any other teacher. The dean's work is no more "important" in the life of the school than that of any other teacher. When relative "importance" is considered, no one is so necessary as the good classroom teacher under whose influence the students directly come each day. The dean's duties, in the main, are those for which the classroom teacher has not time, nor special training, nor experience. There should be no question as to which is more "important" or less "important," for both are essential needs in a high school. Teachers and deans need to work together with hearty friendliness and good will, with the sympathy and understanding of each for the other's contribution to the accomplishment of good results, which can only be attained through the team work of the entire faculty. The dean knows from experience the point of view of the teacher of a subject and the section adviser, but the teachers have had no opportunity to know from experience the point of view of the dean. This is an obstacle that must be jumped, since it cannot be removed.

The Dean as Chairman and Member of Committees.—When a school is organized with chairmen assigned to the direction and supervision of departments, covering all the studies of the curriculum, the dean serves with them as one of the principal's assistants, assigned to the department of student activities and welfare. There she shares the counsels of the administrative body of the school, follows changes in the curriculum, and receives advice upon the general policies and practices of the school. The chairmen's meeting is the first group of teachers to whom new plans may be presented for evalua-

* See Appendix.

tion, suggestions, and approval. The chairmen explain changes in their department meetings to the teachers under their supervision. This is sometimes a better way to present a matter to the faculty than to explain it first in a teachers' meeting of the whole staff. Smaller groups of teachers, who meet frequently and know each other well, discuss subjects with more frankness and freedom and have a keener sense of unity in their decisions than usually prevails in general meetings of large groups of teachers. For the same reason the dean accomplishes much of her work through serving on committees of teachers who have the responsibility for the management of special aspects of school life, such as lunch rooms, fire drills, care of school property, program making, and many others.

Additional Workers in a Socialized High School.—In a large socialized high school, there are a number of additional workers. The principal may have other assistants besides the deans. He may be allowed clerks, librarians, vocational counselors, a placement secretary, and a program committee or grade advisers. He may have the special services of a psychologist, a psychiatrist, a visiting teacher, and a psychiatric social worker. These workers increase the opportunities of the dean to develop the effectiveness of the school's service for the welfare of the students. She defers to each of them in their respective fields and learns constantly from their helpful advice and specialized knowledge how to improve her own methods of guidance. In the service of the physical welfare of the boy or girl, dentist, surgeon, oculist, family physician learn to defer to each other's skill in special fields and to work together for the total good of the patient. In a school, every member of the staff must learn to use the skill of every other member with the fullest co-operation, if the best results are to be accomplished for the needs of the students, whom all are trying to serve.

The Spirit of the Faculty.—The success of a school is the result of fine team work, devotion to civic service,

and a broad outlook in its faculty, inspired and guided by the principal who is gifted in originality, initiative, coöperation, and responsibility for the public good. Teachers must be able to depend upon the whole-hearted support of their principal for every worth-while project. The principal must be able to count upon the loyalty, faithfulness, courage, and skill of a talented staff of teachers in order to have his suggestions carried out effectively. Projects can only be carried out well when every teacher is heartily willing to do his or her share, and has the capacity for good work in extra-curricular activities and a real pride in all the departments of the school. These qualities are essential to success. The school that lacks them cannot grow. Such qualities are found in successful schools everywhere. They are the deans' greatest assets in their work in the high schools of our country. Such qualities in principals and teachers furnish constant examples to students, who respond by imitation, unconscious and conscious, and develop an astonishing amount of loyalty, coöperation, capacity for hard work, originality, initiative, courage, fortitude, and dependability when difficult new projects put them to the test. The influence of the example of such principals and teachers on students is the finest moral force in a school. To these qualities in faculty and students, the development of deans' work is due. It is such qualities that make "the spirit of the school."

THE DEAN'S EXPERIENCE AS A TEACHER

The dean should be a teacher who has taught the subject in which she is licensed for a period of years as a regular member of the faculty before she becomes dean. She needs to know the curriculum and the students from the point of view of the classroom teacher and the section adviser. She should have served her apprenticeship in helping the students of her section make out primary program cards, choose electives, and map out the subjects needed to secure the required units for a diploma.

Principals usually choose for a dean a teacher who has

taught in high schools for ten years or more. Through a period of ten years a teacher has had time to develop sound scholarship in her subject and efficient and varied methods of teaching. She has learned the place of her own subject in the courses of the whole school. She has advised her students according to their needs in their chosen vocations and ambitions. She has visited in their homes and has guided them through many of their problems. She has had time to show her social sympathies by her work on department plays, clubs, or section parties, on field days and pageants, and on special entertainments and assemblies. The principal selects the dean from the faculty on the basis of those qualities she has shown in this period of regular work as a teacher that fit her for the new work as dean. A certain amount of maturity, developed by experience, seems necessary for a dean's relations with other teachers and with parents, superintendents, and visitors.

Some principals in smaller schools, however, are selecting teachers with from three to five years of experience in classroom teaching. To them, there are advantages in the youthful point of view of these young girls, in the recent experience they may have had themselves in extra-curricular activities and under older deans. If these young women strengthen their preparation by taking courses in dean's work, they may be able to develop it without having had long experience in classroom teaching. An understanding of the point of view of youth and the wisdom born of experience are both needed in the dean. The other teachers on the faculty like to feel that she understands what they have to do and that she appreciates the importance of their service to the school. They take it for granted that she knows the curriculum and the relation of their subjects to it. They expect her work in the school to supplement theirs, as it should do.

How Much Should the Dean Teach?—How much the dean should continue to teach is a question. In small

schools she will sometimes have to teach as many as ten periods a week, owing to the small number of teachers for the large number of subjects to be taught. In some schools five periods a week of classroom teaching is required for all those in supervisory positions, so that supervisors may keep the point of view of the classroom. In some high schools the dean is set free from all classroom teaching and is given all her time to develop the work of dean. If the dean is to perform satisfactorily the many types of work in her particular field, she must be given time. Principals who have reported upon the work of their deans as not especially valuable have admitted that their deans were teaching full programs and were expected to do their dean's work in addition.* The experience of deans who have given all their time to dean's work proves that there is plenty of work for the dean to do to make a full-time position without any teaching of a classroom subject. Deans who devote all their time to dean's work average eight hours and a half a day of work throughout the school year, and some evening and Saturday supervision of activities in addition. It is not necessary to assign classroom teaching to deans merely to keep them busy for a full day's work.

Has She Time for Both?—One must grant that it is wise for a dean to keep up with her scholarship in her licensed subject if possible. It is a good thing for her to keep the teacher's point of view. It helps her to know pupils as a teacher of her subject and to be known by the school as a classroom teacher. Classroom teaching has a value to her as a laboratory in character training and in socialization. Yet, in spite of these advantages, she will probably be a much better dean if she leaves her classroom work and devotes all her energies to the special subjects in her new field. The very position of dean has been planned to provide someone to supplement what the classroom teacher has not the time, training, nor

* Dr. Sarah M. Sturtevant, "The Status of Extra-Curricular Activities in High Schools of California," p. 203, 1924.

opportunity to do. When a teacher of mathematics decides to change her subject and become a teacher of history, it will not assist her to continue to take courses in mathematics. Instead, she must study in the field of history. So, also, when a teacher leaves the classroom subject and takes up the teaching of character education in the dean's position, she needs to acquire as soon as possible a thorough scholarship in the field of dean's work. If she tries to keep up a satisfactory scholarship in both a classroom subject and the subjects that dean's work requires, she is likely to neglect one or the other. There may not be time enough for both.

KEEPING UP WITH HER DEAN'S WORK

The dean has plenty of home work to prepare every day. She needs to spend as much time in the daily preparation for this type of work as she did as a teacher of a subject. Plans have to be outlined, letters written, the next day's programs blocked out, all amounting to at least two hours of regular home work each day. Also, the dean should do much reading and studying on extra-curricular activities, student government, vocational guidance, intelligence testing, educational measurements, the new psychology, psychiatry, social case work, sociology, and economics. Then, calls should be made at the homes of students, meetings of social workers attended, addresses heard on backward children, on accelerating the gifted, on mental hygiene, or on other subjects that may prove helpful. There are meetings of teachers' associations to be attended, where dean's work is touched by other types of school organization and management. A teacher surely has no less work as dean than she had as a teacher of her subject. A dean should have time and freedom to acquire the scholarship and the experience that she needs in order to develop her field of work.

Interruptions.—If the dean teaches a class, that is the one period during which a parent is sure to come about her problem daughter, a police officer about a girl who

has stolen a purse in the subway, or a teacher who wants the dean "to settle a strike in my section right away." Either the emergency or the class must wait. It is obviously unsatisfactory for either one to wait. A substitute teacher in the classroom is not a good arrangement. A substitute for the dean in an interview may cause confusion, since the dean alone knows the case in detail and wants to make the personal contacts. These two kinds of work do not fit well together. It seems better to give the dean no classroom teaching.

Helping Out When Things Are Difficult.—When the dean is allowed to be free from the fixed schedule of teaching periods, she can often arrange her day's work so that she can help teachers in emergencies. When special double assemblies crowd the halls and the auditorium, she may be at hand to supervise elevator lines, usher a class without a teacher, or receive visitors and guests. When other departments have sales, bazaars, exhibitions, or teas, she may furnish ushers or be present herself to supply any service that is unexpectedly needed. When a theft occurs in a classroom, it is a comfort to both class and teacher if the dean will go to the room and do her best to discover the thief. As far as her own duties will permit, the dean should assist the teachers in any way that she can.

Helping Teachers with Discipline and Welfare Cases.—The teacher of a subject may be an excellent disciplinarian, but she has not the time for the scientific study of the few pupils who present unusual problems. She should be able to refer such cases to the dean.

The following is a case in point: A teacher of biology observed that Lucile, who was not doing passing work, had the persistent habit of biting her nails. When she talked with the girl she saw that the girl was unusually repressed. A request for a note from Lucile's family doctor brought only evasion and postponement. The dean then referred the girl first to the psychologist and then to the psychiatrist for examination. In general in-

telligence her level was reported as dull normal. The psychiatrist and her psychiatric social worker discovered that she had bitten her nails for over eight years, and that no methods applied at home had been effective in curing her of the habit. She had an older brother who was a very fine student in all academic subjects in school and college. Her poorer school record had been constantly compared with his excellent one until she had developed a supersensitiveness over her own inferior ability. Her parents were well-to-do and desired a college education for their daughter, but they had yielded to her wish to take the special art course offered in the senior high school. They furnished piano lessons at home, but when the music teacher spoke of Lucile's bitten nails, Lucile refused to take another lesson or to touch the piano again. Her mother considered that household duties were beneath her daughter's station, so Lucile was not allowed to cook or to sew or to share in other house-keeping tasks that she would probably have enjoyed. She gained little pleasure from reading anything except motion-picture magazines. The family lived in an isolated suburban section where Lucile had no companions except two distant relatives. The habit of nail biting had given some relief from the tension of repressed emotions and nervous energy that had been furnished no wholesome outlets in normal ways.

Although it was beyond the middle of the term, Lucile was allowed to drop biology and to take instruction in a sewing class in embroidery without credit in either subject. She began happily to learn to embroider a dress for herself and to knit a gay-colored scarf for a friend, and was encouraged to do as much work at home on them as she had time for. All her teachers were cautioned against mentioning the nail biting habit to Lucile, and were asked to give her handwork to do at home in art and English and to include her in as many of the groups as possible going on trips to museums, art galleries, studios, and theatres, to furnish recreation and to widen her interests. The psychiatrist advised that Lucile's interests

be broadened wherever possible, that she be encouraged to form social relationships with other girls, that her successes be commended and her failures be ignored for awhile. The social worker who was sent to the home by the psychiatrist explained to Lucile's mother that Lucile's mind was different from her brother's and that she should be commended for what she could do and not be compared unfavorably with him. The mother was advised to try to broaden Lucile's interests by allowing her to keep busy with hand tasks at home and to supply more companionship of boys and girls of her age. Lucile remained in the high school for three years. She failed to pass in English and in history in her third year and lacked credit in language or its substitutes, but she gained a great deal from new outlets for her repressed emotions. She bit her nails much less frequently and was happier and more spontaneous in her social relationships at home and in school. Punitive measures continued at home and in school over these three years would have increased her nervousness and repression very seriously. A classroom teacher could not be expected to take time for the many conferences with the psychologist, the psychiatrist, the social workers, and the teachers who served Lucile over this period of nearly three years. Someone, free of teaching, is needed for such cases.

On the other hand, the dean's office should not make it too easy for indifferent teachers to evade their responsibility for the welfare and discipline that is properly theirs. The teacher has a very narrow conception of dean's work who says, "If the dean does not take all the discipline cases of the school, what will she have left to do?" Much better discipline is secured in the school by the attitude of another teacher, who said to the dean, "I want to attend myself to this matter of cheating, but you have had wider experience with such cases so I should like to explain what I plan to do and find out whether you think this is the best way for me to handle it." The dean should help teachers to deal as wisely as possible with cases that are properly theirs. Young and

inexperienced teachers especially can be given cheer and courage in their first trials with the difficulties of discipline. In all relations with teachers upon matters of discipline the dean should keep as objective an attitude as a physician does when he studies the symptoms of measles, advises treatment, and recognizes when the case is cured. The teacher and the dean can secure a great deal of satisfaction from their psychological study of cases of "cutting," theft, truancy, or "impertinence" when these are treated with the objectivity of true scientific interest by both of them. Whether a case is "an office case" for the dean, or a case for the subject teacher, the home-room teacher, or the student court, must be determined by the facts. In general, repeated offenders, uncured by the teacher's procedure, should be studied by the dean, in order to effect, if possible, a knowledge of causes and to bring about some permanently satisfactory adjustment. In her work for the welfare of all the students, the dean should follow no set rule, but should help teachers whenever it is advisable to do so in order that the best good of the student, the class, and the teacher may be served.

THE TRAINING OF A DEAN

The duties a dean may be expected to perform will require special knowledge and training. If she has been selected for the work because she has already proved to be a good teacher in the classroom and has also shown exceptional interest in the welfare of students, she has some knowledge of the technique of good teaching that will be useful constantly in presenting the topics she teaches as dean. But her position as the assistant to the principal who is assigned to the study of the welfare of students makes it necessary for her to gain a wider knowledge of general administrative problems, the curriculum, and methods of modern education.

Part of her work is to see that the school functions in its service to groups and to individuals. She needs to

acquire a broad knowledge of modern progressive education methods, of the organization and administration of junior and senior high schools, socialized classroom work, project methods, individualized instruction, the play ways of learning, creative activity, the newer systems of rating pupils' progress in scholarship and citizenship. Some knowledge of educational measurements and psychological testing must be secured if she is to understand and use the findings of the school psychologist, or to set about getting one if this service is lacking in her school.

If she is to guide individual students, she will need to read and study a wide range of subjects to be at all well prepared to meet the situations that arise. Problems will require some accurate, up-to-date knowledge of psychology, mental hygiene, psychiatry, social case work, vocational guidance; of biology, physiology, health; of sociology, the community, government. She needs the background of studies in philosophy, ethics, and religion.

The dean can gain much assistance in preparing for her work in directing student activities from the study of the literature on student government and other extra-curricular activities. Through a university course or in some other way, she should acquaint herself with the experience of the pioneers in dean's work. She should have training in scholarship equivalent to the requirements for a master's degree, but this training should be in the field of dean's work and not entirely in the field of her classroom subject. A dean should have had teaching experience, so that she can see the problems of high school life from the teacher's point of view. She should also have had broad contacts with life outside of and apart from schools, so that she understands the fundamental desires, struggles, and temptations of human beings in non-academic as well as in academic relations. Deans should be able to use their own experience of life, whatever it may be, for the understanding and the assistance of others.

THE MOST ESSENTIAL QUALITIES IN A DEAN

At the conference of high school deans in Cleveland in 1923, Miss Elsie Smithies, of the University High School of Chicago, summarized the most essential qualities in a dean of girls. Miss Smithies had asked the opinions of high school girls and boys, of college girls and boys, of teachers, of mothers, and of professional men and women. From five thousand opinions the following list of qualities was made:

Understanding of youth
 Magnetic personality and happy disposition
 Companionableness
 Scholarship
 High ideals and exemplary morals
 Strength of conviction
 Executive ability
 Humor
 Common sense
 Fairness
 Power to organize
 Adaptability
 Social grace and background
 Youth of spirit
 Tasteful dress
 Good health
 Sportsmanship

In listing these qualities, Miss Smithies said she realized that they formed the picture of an angel, not of a mortal woman. However that may be, it is certain that the more a woman has of the very best human qualities the more fit she is for the work of a dean. Dr. Stevens, of Columbia University, believed that a dean should have the qualities that mean youthfulness of spirit, but should be old enough in years to have had the experience that would make her a wise guide for youth.

Desirable Qualities in a Teacher or Dean.—It is a pleasant pastime to list the desirable qualities that should be present in the finest personalities, whether one is describing a man or a woman. It is quite another matter to

seek and find the person who possesses all these highly desirable qualities. One hears it frequently asserted that the finest personalities procurable should be sought for the position of teacher. There is no doubt of the truth of this, nor that the same truth applies to the selection of a dean. Perhaps it is helpful to keep these ideal personalities in mind for the sake of the vision of what should be. But those who have been deans for many years also have lists of some of the practical qualities that seem to be required by the daily work.

Qualities Required by Dean's Work.—One of these qualities is the ability to plan both small details and large undertakings. This includes the imaginative power to see the completed plan before the first step is taken in beginning it. There must also be foresight as to what the consequences will be if the imagined plan is carried out. The ability to plan must be controlled also by practical common sense, to keep imagined plans from becoming mere dreams of an enthusiastic visionary. With this ability to plan, there should be the sustained power to carry things through to the end, even over a long period of time and with many details. Brilliant beginnings in the first enthusiasm of the new idea need to be re-enforced by the steady persistence that carries projects on to a completion that has permanence and real benefit. Perhaps this is merely an explanation of what is meant by "executive ability," which occurred in all lists. If to these qualities is added a discriminating originality in the planning, the result will be a finer distinction in the work done.

Again, a very necessary quality for effective dean's work is thoroughness. Each project, each problem, should be dealt with in a thoroughgoing, complete, careful way. This involves systematic checking up afterwards to find out how plans, projects, and problems have been carried out. Checking up is vital to satisfactory achievement. With this thoroughness there should be orderliness, not only in files and equipment, but also in

all the multiplicity of detail involved in the dean's work. She needs not only the executive ability to carry through some one long, detailed project; she must have also the ability to carry on successfully and thoroughly several different kinds of work, giving to each the attention it requires every day over a long period of time. For example, there may be a field day in June, a senior dance in May, a senior social meeting with a program in March, committee meetings concerned with the student loan fund and a special school celebration in October, student government activities, such as the installation of officers and prize poster awards, along with discipline and welfare service, and many, many more things—all requiring some of her attention in one day and for many more days, until each goal has been achieved. It is a simple matter to carry forward well only one of these at a time; it is quite another matter to keep all in mind in their entirety and to carry each forward as promptly and as carefully as the details of each require. To avoid becoming too scattered in one's attention and concentrated effort on the one hand and to overcome too great an attentiveness to one project letting others suffer from neglect or postponement on the other, create a situation requiring steadiness in the exercise of executive power if the work is not to be seriously affected. With these qualities, practical common sense should function strongly. Many original, fine schemes must be abandoned when analyzed by the close scrutiny of common sense and the practical facing of facts. It is this quality which gives balance to originality, imagination, vision, so that practical, worth-while, workable projects may be made to function.

A teacher needs to have the ability to listen to the explanations of others and to have the necessary self-control to do so under trying circumstances. A teacher needs to cultivate the imagination and the understanding to be able to get the other person's point of view, to be, as students say, "a person you can talk things over with." A teacher needs to develop an objective attitude, a good personal adjustment to life, freedom from prejudice or

personal defense reactions. To do so, the teacher needs habitually to face reality and to acquire the ability to recognize the reality that another person needs help in order to face. In all a teacher's relationships with others, kindness of heart should be all pervading, but it must be controlled by truth and reality or it tends to become harmful sentimentality. A teacher needs the habit of suspended judgment until all the facts have been secured and the truth is made plain, then firmness in the action that may be found to be advisable after full consideration of the circumstances. All teachers of youth should be persons who have a genuine, not a feigned, interest in the interests of youth. They need to be able to understand the point of view of youth. They should like boys and girls and enjoy being with them in their activities. They should choose the grade that they teach because they are most interested in little children, or in adolescents, or in college youth. Theirs must be a keen, friendly, honest interest both in their hearts and in their minds if their students are to be aware of it and to respond to them because of it. Both teachers and deans have constant need of these qualities in their daily relationships with the varied personalities making up a modern school. Lack of them handicaps the service either in the classroom or in the dean's office.

A dean should have a scholarly attitude toward all the situations that arise. She must not be the type of person who is content with merely palliative measures—she must be an investigator who is studying causes and effects and training herself to recognize sound principles as if her office were a laboratory. She should have the attitude of mind that makes her explore the literature of the fields of her work in order that she may improve the quality and integrity of her guidance, that makes her seek data from the experience of other deans in order to enrich her own, that drives her to think out the fundamental principles underlying all her work by analyzing the experience and data that prove them. A scholarly attitude in dean's work does not mean merely taking

courses or reading the literature in allied subjects—it means thinking and analyzing in order to find truth.

Most lists of qualities emphasize the social graces and charm needed by the dean. These are assets, of course, to anyone so fortunate as to possess them, but they are far less necessary for success in the dean's work than one might think. While students may be attracted at first by the external appearance and charm of a teacher, their loyalty is held permanently by the solid, trustworthy qualities of resourcefulness, truthfulness, straightforwardness, and fairness, and their respect and confidence go permanently to those whose intelligence, good judgment, and kindly interest are found to be dependable. They are quick to discover sham and pretense and no one deceives them long. The work of the dean requires every hour of the day the finest qualities that have been achieved in human personality. Since this is true, the dean's weaknesses and limitations are her greatest handicaps. She must recognize them, face them, handle them as well as she can in order that they may do as little harm as possible to her work. Unless she does this, her service will suffer seriously.

A dean should have a primary, not a secondary, interest in character education, otherwise she will not see many opportunities to give training in character. She needs to have reconciled in her own thinking science and religion, the material and the spiritual, man's relation to man, and man's relation to God. Her attitude need not be stated, but it should be so clearly realized in her own soul that her reverence for the spiritual purpose of life is felt by those around her. She must reach conclusions in her own mind as to what are essential controls in right living. There should be a spiritual quality in all her work. Boys and girls seek help to formulate these things for their own lives. Their dean should be a person who they feel has knowledge of the best things of life, experience in solving the problems of living, faith in the things of the spirit. She should be able to help them to

see life as a whole and their relationship to it in the progress of the race.

Until the duties of the position of dean are more clearly defined in all their intricacies, the qualities essential to the satisfactory performance of those duties cannot be completely listed. There are deans who possess some of these qualities—enough of them to do their work well. There are deans who lack some of them yet carry on successfully, although their work suffers in spots. The listing of the qualities of the perfect personality gives many people an unnerving sense of inferiority, yet it should do no harm to contemplate what is beautiful, good, and desirable.

EQUIPMENT FOR THE WORK

Full recognition of the need for a dean of girls also involves the recognition of the need of equipment for her work.

Rooms at Englewood High School.—The dean of girls in the Englewood High School of Chicago has an ideal group of rooms for her work. There is a good-sized, attractively equipped waiting room in charge of two senior girls every period, who serve during study periods. Inside of this room is a smaller office, similarly furnished. Adjoining these rooms is a very large social room. One end is furnished with a piano, rug, library table, library chairs, and lamps, to correspond with the furnishings of the dean's offices. Around the room are bench boxes containing one hundred camp chairs, which can be used for student meetings. There are several small tables and a few chairs in the room, so that tea can be served when desired for committee meetings, small parties, and similar occasions. The floor space is adequate for sixty persons to dance. This suite of rooms is at the entire disposal of the dean, for the work which she directs. The school is coeducational, with an enrollment of 3,500, and runs on double session from a little after eight until a little before five.

Equipment at Washington Irving High School.—In the splendid building of the Washington Irving High School in New York, there is an attractive room for student meetings and class parties, but no room large enough for dances is available during the school day, which runs in four sessions from 8:05 to 5:15. One gymnasium is large enough to permit about seven hundred to dance, and a thousand can dance on the roof in clear, warm weather. The auditorium, planned like a theatre, with scenery that can be shifted, and seating fifteen hundred, is ideal for plays, pageants, motion pictures, and public speaking. Soon after the deans commenced their work in this school in 1914, they began to use the large gymnasium, the roof, and the auditorium for events that they planned and directed.

Need for a Social Room.—In most high schools the building was planned before the dean was thought of; consequently there is no suitable physical equipment for her work, and she does the best she can in such space as can be given her. It is evident that an attractive room, available at all times for student meetings, tends to make such group meetings more frequent and more dignified. An ethical or social question that needs to be talked over with a group of students need not be left to chance discussion or to the possibility of begging or wresting a room from some other use. The advantages of a room where social amenities can be frequently practised at actual parties and dances are equally obvious.

Need for an Office.—In addition to a room for group meetings, the dean should have an office where she can talk undisturbed with the girl who needs guidance and with parent, social worker, or teacher whose subject is confidential and personal. Such conferences should not be interrupted by students who wish wardrobe keys or lunch room passes or permission to have parties, by teachers who come to report girls for misconduct, or by visitors who desire information about the organization of the school. A girl who is telling a trusted adviser that

she thinks she must leave school because her father is out of work, or who is beginning reluctantly to admit that perhaps her own perversity is the reason for her trouble with a certain teacher or student officer, is not encouraged to proceed with her confidences by such interruptions as are unavoidable when the dean tries to talk with her in the corner of a public office. The dean should also be provided with clerical assistance in her letter writing, making of mimeographed forms, and keeping office records and files. In the larger schools there is plenty of office work for the full time of one clerk.

Need for Other Experts.—The dean in a small school may, if she has enough relief from teaching classes, combine the duties of vocational adviser and home visitor with her own. This is not possible in the large high schools, but the dean must always work in close co-operation with the vocational adviser, the attendance officer, and the visiting teacher if there is one. No dean serves long without feeling the need, in at least a few baffling problem cases, of the expert help of trained psychologists, psychiatrists, and welfare workers. To bring the services of these experts into contact with the needs of girls is part of the task of a dean. If her community and Board of Education do not recognize the value of the service that trained vocational advisers, visiting teachers, psychologists, and psychiatrists can give, it may be the opportunity of the dean to win such recognition.

In both a physical and a spiritual sense, the dean uses such equipment as she finds ready to her hand, and tries to secure what is lacking. To do this she must know what is needed. In planning new buildings for high schools, proper equipment for the work of the deans should be included in the plans.

CHAPTER III

EDUCATIONAL GUIDANCE

DEAN'S KNOWLEDGE OF THE CURRICULUM

In order to do her share of fitting the school to the welfare of each student, the dean should understand in detail the curriculum of her school. She should keep informed of all growth and changes in the curriculum. She should be a member of committees of teachers and should attend chairmen's meetings when changes in the curriculum are being made. She needs full information about modifications in requirements for diplomas and certificates. She should be given all notices issued to teachers about electives, minimum requirements, and maximum opportunities. She may often need to fit the curriculum to the individual girl and to advise and inspire others to make their best efforts to meet the requirements in scholarship. To do these things, she must know the courses of her school in all their details.

ADVANTAGES OF THE "COMPOSITE HIGH SCHOOL"

The dean is fortunate who serves in a "composite high school" where several courses with substitutions and electives make it more possible to select subjects adapted to individual abilities and needs than does the academic high school. The dean must try to understand the needs of modern girls and help to fit courses of study to those needs. At Washington Irving High School five courses are offered: a general four-year, or academic, course; a commercial course; a dressmaking, costume design, and millinery course; an industrial art course; a special domestic science course. These are all four-year courses except the art course, which is a three-year course "with an optional fourth year, in a postgraduate class in art,

which is run like a studio, where the girls work on art problems sent in by the trade, each girl specializing in her own line.”*

POSSIBLE MODIFICATIONS OF PROGRAMS

In these courses certain modifications are permitted which make it possible to adjust programs for the gifted, the average, and the dull. They are all senior high school courses and cannot and should not be modified so that girls who are actually defective, or who have border-line intelligence, can be graduated from them. Even those of dull normal intelligence cannot complete these courses except with the maximum of industry and stability and the minimum of required work. Other schools than the senior high school should be provided to furnish training for those of dull and border-line intelligence, but modifications to fit special abilities, or lack of them, should be allowed within senior high school standards for diplomas in differentiated courses.

By Electives.—Such modifications may be made through electives. In the school mentioned, languages are offered in all five courses for those who have the ability for them. For those who seem unlikely to succeed in languages, or for those who have failed after trial, units may be elected to replace the language—in the academic course, one year each of cooking, sewing, and millinery, or of elocution, music, and drawing; in the commercial course, commercial mathematics, economic geography, New York industries, and household arts; in the dressmaking course, sciences, music, elocution; in the art course, biology, elocution, music, cooking, sewing, millinery; in the domestic science course, typewriting, bookkeeping, accounting, or sewing, millinery, biology, music. The cultural and vocational value of these electives is evident. The academic girl who may wish to go into a business position after graduation, is given the opportunity of electing stenography and typewriting or bookkeeping in

* Handbook, Washington Irving High School.

her last two years. This freedom in the selection of subjects makes it possible to adjust programs to fit widely varying abilities and should result in keeping girls in school longer than they would stay if only the usual academic subjects were available.

By Transfers from Course to Course.—The academic high school faces a serious condition as it discovers its unadjusted boys and girls. They are the ones who fail in subjects and accumulate a load of failure and discouragement until they drop out of school. Such a school can only discharge them. In the high school offering a variety of courses, it is possible to transfer unadjusted pupils from the academic course to one better suited to their individual tastes and abilities. Electives planned to meet their needs lessen the number of failures they will encounter during their high school course. Pupils are willing to accept advice and allow transfers to other courses in the same school where they have made friends and feel at home, while they rebel against transfers that require them to go to other schools. It is a help to the dean in the adjustment of the individual girl to have the opportunities at hand that are furnished by the "composite school."

Breadth of Culture from the Art Course.—The offering of several courses in one school building supplies many cultural and practical advantages for all students. The work of the art students furnishes a constant education in art for the rest of the school. The foyer is used as an art gallery and exhibits are changed at least once a month. Fine exhibitions of paintings, commercial posters, and other types of art work are loaned regularly. The work of the students of the art department takes its turn in exhibitions in the corridors and foyer. All students in the school are urged to make posters for the Campaign Prize Poster Contest held once each term in connection with the election of the officers of the student government. These posters are hung in the foyer for two weeks and furnish both pleasure and education in art. The medals

are awarded in an assembly by a teacher of art. Each winner displays her poster as the teacher explains the principles of good art that it illustrates. In assemblies also, the art girls present information about their work by drawing at large easels before the audience the problems set by their teachers and by clever dramatic bits of artistic advertising of entertainments. Each fall the pretty products of their work are sold at the art sale held shortly before Christmas. Occasionally the art department produces a lovely pageant. The teachers of the art department supervise the artistic effects of decorations for special events, of graduation exercises, of photographs of school events, of pictures for classrooms. They take orders for artistic hand printing, for special advertising posters, for individual Christmas cards and calendars. The influence of their artistic standards is seen everywhere about the building.

Contributions of the Dressmaking Course.—The dressmaking course interests everyone in correct clothes by special exhibitions and assembly programs. The teachers and students of the domestic arts repeatedly help other departments by making costumes for plays and advising about textiles and historical periods in dress design. This department exhibits clothing to illustrate suitable, tasteful, economical outfits for high school girls, garments and hats made from left-overs, dyed materials, and odds and ends, and new, simple, pretty underwear and dresses for all types of occasions. The dressmaking girls advertise their course by the pretty hats and dresses which they have made for daily use, or for parties and dances. Complete budgets are displayed in their exhibits to announce to everyone the reasonable cost of attractive, becoming, suitable clothing.

Contributions from the Domestic Science Course.—The domestic science department touches the needs of the girls in a variety of ways. In one practical graphic exhibition, methods of laundering different kinds of fabrics are shown. In another, weights are taken and compared

with what each girl's normal weight should be. Balanced diets are displayed on dainty trays of scientifically selected breakfasts, luncheons, and dinners. Vegetables are arranged in the most attractive ways on a table bearing the advice, "Eat more vegetables." One girl who was seen lingering over this table explained later to the dean, "For awhile I did not eat at home. My stepmother cooks meat and potatoes all the time. I need vegetables and salads as we learn in school. I don't feel well on just meat and potatoes. That is why I had my meals at my friend's house. Her mother has vegetables and salads. Now I have them at home. My stepmother allows me to prepare them."

Influence on the Individual Girl.—The influence of one course upon the students in other courses is frequently seen as one talks with individual girls. The "composite school" gives more training in the whole art of living than the school that offers only one or two types of courses. Such a school teaches a girl to make her own regulation white middie and simple dark skirt, shows her how to wash and press them, and encourages her to feel that a clean middie and a neatly pressed skirt make a suitable costume for daily wear on almost all regular school occasions. It gives her advice on diet, weight, and physical care. One eager, enthusiastic girl, her soul craving beauty everywhere, won the distinction of having the best note-book in the school in one of her subjects. Although she was in the academic course, she, too, made a poster for the Campaign Poster Contest. In June, she wore a pretty wash dress she had made and showed it to the dean with pride. The school has been helping her in many ways to meet the problems of her daily living and to feel a pride and satisfaction in learning how to wash and iron, cook and sew, as well as to learn the academic subjects that are preparing her for college. Though she had not time to take regular electives in domestic arts and science, enough of the spirit of those courses carried over to her to arouse her interest and to

lead her to find out for herself how to do the things she wanted to do in sewing, washing, and cooking.

THE DEAN'S PART IN SUPERVISION OF PROGRAMS

In some small high schools, the dean interviews all the girls and gives them what educational and vocational guidance she can. In some, she interviews only those who are failing in scholarship. In large schools either procedure is impossible. The personal contact with the individual student gained through these interviews must be of very great value to the dean, yet the burden of routine work involved may require more than its fair proportion of her time. One dean, weighed down by the routine, resigned because "the work was too discouraging." Section advisers, chairmen of departments, program committee, vocational counselors, visiting teacher, and dean need to share this work in large schools. The dean should deal chiefly with the administrative part of the work. She may arrange for the services of the psychologist and psychiatrist, and thus learn to discover some of the reasons for the failures. She may serve on a scholarship committee and help plan a scholarship honor roll. She may emphasize success in subjects in the standards required for holding office in extra-curricular activities, appearing in entertainments, and playing on athletic teams, but in spite of all the constructive methods developed to improve scholarship, students who have excessive failures in subjects will be referred to her. The course of study of the present high school does not yet fit all its students, nor are all its students mentally or emotionally equipped for senior high school subjects.

THE VALUE OF RELIABLE RESULTS OF INTELLIGENCE TESTS

From 1914 to 1920, the deans at Washington Irving High School gave educational and vocational advice, using teachers' ratings and their own common sense as their chief bases of judgment. The assistance the school

now has was not then available. The complete public school record cards were not on file in their office as they are today, nor was there so much service supplied by teachers on the program committee and by vocational counselors. As the deans read the studies, published from 1916 to 1919, in the measurements of the intelligence of school children, they realized that the results of psychological examinations would be another very helpful basis for sound advising. They believed from the beginning that these examinations should be given only by psychologists who are thoroughly qualified to give them and to interpret them to teachers, so that the results may be reliable, since poor technique and faulty deductions may work serious injustice. After eight years of experience with the use of psychological examinations, they still believe this.

History of Intelligence Tests at Washington Irving High School.—Psychological examinations were first given to individuals at Washington Irving High School in the fall of 1920 through the interest and efforts of Miss Elizabeth E. Farrell, Inspector of Ungraded Classes in the Department of Education. Miss Farrell, who has done such original and valuable work with the "unadjusted children" of the elementary schools for over twenty years, was interested in helping to have similar work begun in high schools, where she knew there must be problems of unadjustment and retardation. During this first year, sixty-one girls were given individual psychological examinations. The Stanford Revision of the Binet-Simon Tests was used. The psychologists secured by Miss Farrell to give the examinations were all qualified under the laws of New York State to give psychological examinations.

The cost of grades of work taken by these 61 girls, but not passed, in both elementary and high school, has been computed on the figures for the year 1919: \$45.75 a year for an elementary school pupil, and \$115 a year for a high school pupil. The total is \$6,391.08. As the

cost in 1921 was about 40 per cent more than it was in 1919, the total would be about \$10,650.*

These figures suggest the practical value to school systems of spending money for the salaries of psychologists to reduce the amount of failure in school subjects by adapting school work to the intelligence levels and special abilities of children.

But the cost of failure in money cannot compare with the disheartening toll resulting from the waste in time, effort, and character. The repeated effort to pass in subjects beyond the ability of a child leads gradually to loss of all interest in school; to moral breakdown through cheating to try to pass, or "cutting" to avoid the humiliations of the classroom; to truancy and delinquency from yielding to the more alluring temptations of the streets, and to benumbing or anti-social mental attitudes, persisting through life from inferiority complexes.

In every case of these 61, there was thorough follow-up work by the deans and program adjustments were made, when they were found desirable, and when the girl and her parent would consent to them. If it was judged that a girl would continue to fail in the course she was attempting, she was told that she seemed not to have the type of mind necessary for success in that course, but that she probably had a good mind of a different type, and another course or subject was recommended. The advice given was based in every case not only on the findings of the psychological examination, but on all that could be known of the girl's elementary and high school record, her temperament, health, industry, aims in life, and home conditions. At least two-thirds of the girls followed the advice given.*

Group Intelligence Tests.—Group intelligence tests were given to entering students at Washington Irving High School in June, 1921, and have been given each term since then. All have been given by thoroughly qualified psychologists. It has been found practicable to give the

* Edward Cornell Zabriskie, "Individual Psychological Examinations at the Washington Irving High School," *High Points*, Sept. 1921, p. 8, pp. 12-13.

examination to a thousand girls in two rooms. Miss Elizabeth Walsh, psychologist in the Department of Ungraded Classes, gives the tests to about 900 in the auditorium, with teachers and student officers as proctors. The Washington Irving High School psychologist gives them in another room to those who come too late for the one in the auditorium and to the girls from junior high schools. These trained psychologists conduct the examinations with the most careful standardization possible. This has made the results reliable both in usefulness to the school and for purposes of research.

Securing the Psychologist.—Washington Irving High School was fortunate in securing for its first psychologist Dr. F. Edith Carothers, who had taken her doctor's degree in psychology at Columbia University and had been instructor in psychology there. She is also a certified psychologist under the laws of New York State. At first the school was able to make arrangements for her whole time, but later it was found necessary to limit her service to half a day. She served the school in the afternoon, her time in the morning being devoted to her work as psychologist in the Children's Court. Her salary was paid for one year by Mr. Adolph Lewisohn, and for each year until the end of June, 1926, he bore a generous part of the expense in gradually reduced amounts. The rest of her salary has been raised by the different departments of the school through entertainments, until, since June, 1926, the full amount has been raised by the teachers. In that year Dr. Carothers was succeeded by Miss Mildred Schultz, also a certified psychologist under the laws of New York State and psychologist in the Children's Court. The thorough training and experience of these women have made their service invaluable to the school, since they have been able to direct the work connected with the psychological tests and to give group and individual tests. They were willing to accept these terms for the sake of the data for research resulting from testing in the

high school for a continuous period of years. This explanation is given to show that schools may secure the services of thoroughly trained psychologists before Boards of Education are able to provide them. It is hoped that Boards of Education will approve the position of psychologist in high schools and secure funds to pay an adequate salary to employ competent persons for the work.

Group Test Used.—The Otis Group Intelligence Scale, Advanced Examination, has been used and has proved to be a successful instrument by which to rank the members of an entering class on the basis of intelligence. The papers are scored by a group of teachers under supervision. The program committee then receives the papers and assigns the girls to classes on the basis of their intelligence quotients, with some consideration of their elementary school records. This method of classification is followed in order to facilitate the work of the program committee, section advisers, and teachers. This grouping according to mental levels, as far as electives permit, makes possible the adaptation of teaching to the abilities of the varying groups.

The Work of the Vocational Counselors.—To make the intelligence quotient readily available to teachers and advisers, it is recorded on the permanent record card, which is filed in the office for each girl. The vocational counselors interview each first term girl who is indicated as dull by the Otis Test (below 90 I Q) and advise the substitution, for a foreign language, of a course in New York industries, or in commercial mathematics, if her elementary school record does not show deficiency in arithmetic.* Those girls whose records in English in the first quarter at high school show ratings below 70 per cent and who lack proficiency in language study in the elementary school are urged not to elect a foreign language, for experience indicates that they will probably be unable

* See Appendix.

to succeed in a language. In advising girls, Miss Bressler and Miss Keil, vocational counselors, use all the information that they can get from the intelligence quotient of the individual Stanford Revision of the Binet-Simon Test, the elementary school record, and the beginning work in high school. By making these studies early in the first term, they are able to prevent girls from wasting time by taking the academic and commercial courses and from electing the more difficult subjects within courses.

A new course for "junior clerks" provides valuable commercial training within the scope of first year girls who have found the commercial subjects of the regular course too difficult. A member of the program committee also makes program adjustments for girls in upper classes whose failures and intelligence quotients indicate that they are dull. These advisers have gradually relieved the deans of a great deal of this work, although poor scholarship is still one factor in many of the cases referred to them. The deans estimate that in at least two-thirds of all cases the advice given is followed by the girls and their parents.

Distribution of I Q's.—A total of 1,031 first term girls in the fall term of 1922 were given the group intelligence examination. The distribution was as follows:

I Q	Percentage of Students
60- 70	1.2
70- 80	4.3
80- 90	12.3
90-110	41.8
110-120	22.0
120-140	17.2
140-150	0.7
150-160	0.1

From her studies over a period of five years in our senior high school, Dr. Carothers drew the following conclusions:

Our real problem is concerned with those students whose intelligence quotients are between 70 and 90. They are not feeble-minded, not

the type of individuals who belong in institutions, but their mental capacity is below average, below that necessary to enable them to handle senior high school work successfully. Our senior high school courses, as they exist today, are not adapted to meet the needs of these children. These dull pupils, and they constitute 18 per cent of our entering classes, have not the necessary ability to do the work of any of our five courses well enough to secure a diploma, except in unusual cases. Yet these girls want to be in high school and their parents want them to have a high school education. We have them in our schools and we should be able to give them training that is suited to their needs and that will fit them to take their places in the world and become useful members of society.*

On the other hand, Miss Schultz has found that among the girls who ranked above average in the group test of intelligence there are possibly greater problems for the psychologist to solve. In a class of thirty or forty, it is entirely possible to find a number of these girls, rated above average in intelligence, whose marks are identical with those of girls rated below average. Individual intelligence tests consistently confirm the evidence of the group test that their intelligence is at least normal, often superior. Further analysis of their special abilities and disabilities is being undertaken. Special language disability, for example, is indirectly revealed by such a test as Healy's Pictorial Completion Test II, or special mechanical ability by the I E R Assembly Test for Girls, devised by Dr. Toops in the Division of Psychology, Institute of Educational Research, Teachers College, Columbia University.

Miss Schultz says: "Beyond the range of special abilities and disabilities for which tests have been devised stretches an almost limitless field for the psychologist's study. There are the child's emotions and the varied reaction patterns into which these are formed by each individual. Also, the way in which the reactions of each individual were 'conditioned,' needs to be discovered. Whether or not the psychologist is definitely of the 'behavioristic' school, she is inevitably concerned about all of the many

* Dr. F. Edith Carothers, "Psychological Examinations of High School Students," *High Points*, Oct., 1923, p. 7.

and varied facets of each child's behavior. Where there is smoothness and symmetry, the child is seldom, of course, referred for psychological examination. Where there is a lack of smoothness, an apparent imbalance in the personality, the psychologist supplements the group training of classroom or club by individual training or reëducation. This training is based on the laws of human behavior, and on a study of the individual's deviation from the normal and his capacity for learning new and better modes of reacting."

These dull normal children, when they come to high school, are usually obedient, teachable, and ambitious, and have as good character traits as their brighter classmates. They soon begin to find their work too difficult. They cannot adjust themselves. Their maladjustment causes them to become discouraged and dissatisfied, and often they become conduct problems because there are so many obstacles to success before them and their ambitions are thwarted at every turn. They constitute a serious problem for the senior high school. They need training. They should be in school during this period of their lives, during their adolescent years when they have so many new social adjustments to make. They need the care and supervision of school life to steady them during this period instead of being sent out into industry. As long as our senior high school courses are adapted to fit only the needs of students of average or above-average intelligence and as long as the senior high school diploma is in most cases beyond the reach of the dull normals, the best we can do with them temporarily is to let them take the subjects from which they will derive the most benefit while they remain in the school. Shall we not hope that, in the near future, in addition to our schools for pupils of average and superior intelligence, we may have trade schools or special studies in junior high schools to fit the needs of these duller pupils and to prepare them to take their places in the world's work?*

General Conclusions.—After studying the use of intelligence tests for over six years, both the psychologists and the deans have arrived at certain conclusions, based on group tests given for twelve terms to entering classes (about 1,000 every term, or 12,000 in all) and upon individual psychological examinations that have been given to 591 girls. Among 424 girls to whom individual ex-

* Dr. F. Edith Carothers, "Psychological Examinations of High School Students," *High Points*, Oct., 1923, pp. 7-8.

aminations were given, 58 were found to be of moron intelligence. The conclusions are:

1. All entering students should be given a standardized group intelligence test and instruction should be fitted as well as possible to the varied intelligence levels indicated by the intelligence quotients.

2. An individual psychological examination should supplement the group tests, to help to determine more accurately what is the trouble with the boys and girls who are problems in our high schools, to check up on the responses in group tests, and to make the data on which advice is based as reliable as possible.

3. This examining should be done only by psychologists who are thoroughly qualified to do it, so that their findings may be reliable. Psychologists and counselors in the elementary schools and in the high schools should be employed by the Board of Education, just as teachers are.

4. The prevention of failure, through understanding pupils and guiding them into work adapted to their powers, is a great saving of the city's money, as well as of the self-respect of the pupils. The saving to the state through the prevention of shiftlessness and delinquency will probably be even greater.

5. Psychological examinations should be followed by the most careful guidance. The time and effort taken for this and for the examinations are justified if those who might become maladjusted in the community through a sense of inferiority, through mental conflicts, or through asocial habits that have been induced by the attempt to do a type of school work unsuited to their mentality can be made successful and self-respecting citizens in school and in later life.

6. Every term many children enter high school who have not enough intelligence to do any work that can properly be ranked as of high school quality. The intelligence levels of children should be discovered in the lower grades of the elementary schools, and subsequent education should be adapted to the ability of the individual. Children of moron, border-line, or dull normal

intelligence, respectively, in the lowest 1, 5, and 20 per cent of the total school enrollment should be guided into work of a more concrete nature than the subjects of the academic and commercial courses furnish in a senior high school.

7. Our studies are helping to determine the minimum levels of intelligence necessary for success in the different senior high school courses—academic, commercial, industrial art, dressmaking, and domestic science. In deciding whether any particular child should be allowed to attempt any particular course, character traits as well as intelligence should be taken into account, but there is a degree of dullness for which no amount of perseverance can compensate.

8. Special schools or special courses should be furnished to train children of 80 to 90 I Q (dull normal) who show no special abilities and those of 70 to 80 I Q (the borderline group), subjects being adapted to their abilities at a pace suited to their intelligence. These children need to be trained to do routine work and to practise the simple duties of good citizenship. They should not be a drag in the regular high school courses and they should not be allowed to elect any course they wish.

Knowledge Needed of Literature of Intelligence Testing.—To use intelligently the findings of the psychologist, deans and vocational counselors need to be familiar with the now easily available literature on intelligence tests, educational measurements, and special abilities. To give helpful advice, it is necessary to understand the significance of the explanations and recommendations given by the psychologist in her report upon an individual intelligence test and also the faculties of the mind that are revealed by each set of test questions. "Lack of power to concentrate for more than very brief intervals and inability to reason logically," in the psychologist's report, explain Loretta's difficulties with geometry. "Weak in all memory tests" gives a reason for Jennie's failure in stenography.

Louisa was a graduate of the commercial course, where her ratings ranged from 80 to 95 per cent. In her last year she had been editor of one of the school publications. She had unusual charm and outstanding qualities of leadership. She asked advice about preparing for the School of Journalism at Columbia. The intelligence test showed that she has superior intelligence as indicated by all the tests. "She has the best vocabulary test of any high school girl I have tested," the psychologist reported; "she has the ability for a college course and should do well in journalism." Louisa completed her academic subjects and secured her academic diploma, but lack of encouragement at home and the lure of immediate income in a business position changed her plans. In that position her superior intelligence won recognition rapidly. She was given more and more responsibility and frequent increases in salary by an employer who saw what place such exceptional ability might have in his business. Her advisers regret that she has lost from her life the culture and the development of talent to which her superior general intelligence and her gift for writing entitle her.

What Is a Special Ability?—Sometimes a student's "special ability" is very evident. A teacher in history reported Carmencita to the dean "because she fails in about everything and is doing nothing in history. She can't. She has been here eight terms, too. Can you do anything about it?" Carmencita's record card showed that she had been graduated from the dressmaking course without a failure and with ratings of 85 to 95 per cent in all the special subjects of her dressmaking course—dressmaking, dress design, millinery, embroidery, draping. "She is one of our best students," her dressmaking teacher said. Then she had tried to take a fourth year of academic subjects so that she might go to college and had failed completely and repeatedly. Carmencita's explanation was this: "My father is a barber. He wants me to go to college because he wants me to have the best education this country gives. He wants me to be a good American. He will not allow me to go to work in a dressmaking

trade." One could understand the father's ambition as one looked at the dark-eyed girl dressed so tastefully in an exquisitely made silk dress of her own designing. So Carmencita persisted, term after term, struggling with academic subjects for which she has neither training nor intelligence. She is endowed with such taste and skill in dress design and dressmaking that she could easily earn \$25 a week to begin with and \$50 a week by the end of the second year. In the trade her skill would bring her a sense of achievement. Waste in time, money, and mental attitude is forced on Carmencita by a well-meaning but unintelligent parent. Carmencita's intelligence test explains her failures in academic subjects, her "special ability" explains her success in trade subjects.

Provision for Those with Superior Intelligence.—But what is provided for the gifted student in a high school of five courses? Experiment indicates that it is better to enrich the curricula than it is to shorten the courses for those who have superior ability. Those who attain an average of 85 per cent in all subjects are given the privilege of an honor student—to take an extra subject. In this way an honor student, or one who has carried advanced work with sufficiently high standing in summer school, may be graduated from the four year courses in three and a half years. Opportunity examinations are offered to students who excel in a particular subject, and if they are passed with the high rating required, credit is allowed for a term's work. Students in the dressmaking course may complete enough credits in academic subjects during their course to win an academic diploma that will admit them to advanced schools preparing teachers of domestic arts. In all courses, an effort is being made to group those with high general intelligence together in recitation classes, so that maximum requirements of the grade may be given to them. Such students find many additional opportunities for education through the extra-curricular activities of the school. Enrichment of school life rather than acceleration provides the best education for the gifted during their high school years.

RESOURCES AT HAND FOR THE DEAN'S USE

Varied curricula, group psychological examinations, classification by mental levels, electives for those able to deal with concrete subject matter as well as for those who can grasp abstract ideas, individual intelligence tests, and time, free from teaching—these are the resources a dean needs when she tries to understand her students and to adapt the school to their needs.

Questions.—There are many questions to be answered before a high school can fully meet the needs of all its students. Are not these some of the questions upon which more reliable data are needed?

1. What degree of intelligence is necessary for success in the different high school courses?

2. What degree of intelligence is necessary for success in the different high school subjects?

3. What degree of intelligence is necessary for success in the different vocations into which our students go when they leave school?

4. What are the "special abilities" found in high school students?

5. Is "language sense" a "special ability," without which success in a foreign language is not possible?

6. What are the exact correlations between mental levels and school ratings according to the present methods of teachers' ratings?

7. In the light of information about different degrees of intelligence, what shall be the basis of our marking system? Should an individual "accomplishment quotient,"* the measurement of a student's progress by the comparison of his school achievement with his intelligence level, replace teachers' marks, based on the comparison of the work of one student with that of another?

* Raymond Franzen, "The Accomplishment Quotient," *Teachers College Record*, Vol. 21, No. 5, Teachers College, Columbia University, N. Y., Nov., 1920.

CHAPTER IV

GUIDANCE IN MATTERS PERTAINING TO HEALTH AND PERSONAL HYGIENE

WHO SHALL FURNISH GUIDANCE?

A Visiting Physician's Diagnosis of a High School Class.
—Thirteen years ago a physician visited a teacher's class in a city high school. At the end of the recitation he said to the teacher, "Do you know that many of the pupils in that class are subnormal physically, mentally, and morally?" To the teacher they were an average, interesting, lovable group. She was startled by the physician's diagnosis. "I wish that I had your ability to see what is wrong with them, so that we might do something to help them," she replied. Today definite things are being done in high schools to try to meet the needs of boys and girls for personal care and for instruction and practice in physical, mental, and moral health.

The Responsibility of Parents.—"But these things should be attended to by the parents and the family physician," is the familiar retort. It is true that they should be, but facts show that they are not being attended to by home folks in so many cases that schools have seen the need of formulating definite measures for assisting students in these matters of health. In some cases parents are ignorant of the laws of health, negligent about consulting physicians and carrying out their instructions, and irresponsible except in the times of the acute illnesses of their children. "She is well enough," or "She is a healthy girl," a mother will say of a daughter as long as Sadie can keep out of bed, even though Sadie may be suffering from diseased tonsils, anemia, goiter, fallen arches, or a severe curvature of the spine. Even after such a defect has been explained to a father, busy in the pursuit of money enough

to feed, clothe, and house a large family, he may not be willing to bother to see that some member of the family leaves work long enough to go with Tillie to the clinic to make sure that she is properly placed under treatment. Many parents are responsible, however, and mean to have their sons and daughters kept well by the family physician, but defects frequently are discovered in school examinations that have escaped the intermittent visits to the family doctor. Betty's curvature of the spine was detected in an examination in the school and her mother was notified. She took Betty at once to a specialist. Betty had grown very rapidly the previous year and her back had not strengthened sufficiently to keep pace with her growth, the specialist said. He advised that she stay out of school for a year to relieve the strain on her nerves, that she wear certain supports for her spine, and that she spend the summer in a camp for outdoor activities. Ambitious Betty agreed to all but staying out of school. A year of care in following the doctor's advice in everything else brought her through with "a perfect spine so straight and strong any woman would be proud of it." Home and school should work together for the best interests of the child in health as in everything else. Evidently, the responsibility must be shared, for the child must be benefited if possible.

The Responsibility of the School.—What should a school reasonably be expected to do to help its students to be more normal physically, mentally, and morally? During the past thirteen years some schools have given an increasing amount of attention to possible ways of answering this difficult question. Teachers, employers, and parents are realizing that normal physical health, mental health, and moral health are vitally important factors for happiness and success in the life of the individual and in society. The efficient modern school must do more than give educational and vocational guidance. It must give supervision, instruction, and practice to improve the physical, mental, and moral health habits of each student.

It must meet its responsibility for giving effective guidance in matters pertaining to health and personal hygiene.

The Dean's Relation to Guidance in Personal Health.—In her welfare work for individual students the dean has the opportunity to learn a good deal about the physical defects and unhygienic health habits of those she is advising. She is often able to do something to bring about better conditions of health and wiser habits of personal hygiene in the lives of the comparatively few with whom she deals individually. In her interviews she is able to discover the conditions and habits of a girl's personal health and to see the relation between the girl's health and the problems of conduct or scholarship for which the dean's advice was originally sought. In most of the cases referred to the dean, undesirable conditions of health need correction before a good permanent adjustment along other lines can be expected.

Instances.—The trail sometimes leads back to health habits in a startling way. Florence had stolen an article in a store. The dean was asked to take charge of her. Florence had been a truant for two weeks. Her explanation was that she felt sick when she came to school, so she sat in the park to get fresh air. She admitted that she had read stories bought on second hand bookstore counters and that one of them told of a woman who stole goods in a store. Her father explained her feeling sick in the morning, by "She reads in bed by candlelight until late at night." It seemed likely that eye strain had produced the aching eyes and nausea in the morning. But when the psychological test showed that Florence has superior general intelligence, other causes for her evasion of school were sought. Her condition proved to be caused by a wish to flee from the unpleasant conditions at home, brought about by negligence of a mother afflicted with dementia præcox. To escape, Florence withdrew more and more into a mental life of unreality, until it became necessary to place her, as well as her mother, in an institution for treatment for dementia præcox.

A classroom teacher noticed that Bella's eyes looked tired day after day. Her questions disclosed the fact that Bella was averaging seven hours of sleep. She was working from six to ten every evening and ten hours on Saturday to earn enough money to remain in school. She had a school day of six hours and a quarter, starting at eight o'clock. Further questions showed that she was working illegally without working papers and at night work, which is not permitted for a girl of her age. The mother and three children were trying to earn their own living without any help from the father, who had left home. It was evident that Bella must have work if she was to complete her course at school, in which she was showing great talent. Working papers were secured, new daytime employment found at a higher wage than she had been receiving for night work, and hours for study and sleep carefully planned. Much-needed dental care was provided. The relieved expression of Bella's eyes after a week on this new schedule showed clearly the physical effects of more sleep. Gradually, the fear dreams that disturbed her sleep passed away also. Her conscience was freed from the sense of guilt because of the lies she had told about her age in order to secure night work. If Bella's health shows impairment from her heavy schedule of school and outside work, a weekly scholarship will be provided for her. Burdens such as Bella is bearing frequently cause mental breakdown unless timely relief is given both physically and mentally.

DISREGARD OF HYGIENIC HABITS

Even a few questions reveal students' astonishing disregard of good habits in connection with diet, regularity and frequency of meals, time and freedom from tension for necessary functions in the morning, daily outdoor exercise, sleep—time, amount, and conditions—rest, recreation, use of glasses, posture, and care of skin, hair, teeth, feet, clothing.

A superficial survey of one girl's habits illustrates this. Marian was late for school repeatedly. Her teacher

asked the dean to send for Marian's father. Marian admitted that she got up late, ate no breakfast and only a roll during her session. She studied her lessons immediately after lunch in the early afternoon and took her only exercise in the block after supper. Her father confided the additional information that she had irregular menses. Her public school health record showed malnutrition and enlarged and perhaps diseased tonsils. Marian admitted that she reads late at night. With such careless home supervision and such habits, one would expect to find Marian as she was, listless, underweight, with poor posture, and a tendency to lay her lateness to any cause except the true one.

A few questions brought out the situation under which one girl was sleeping. Her mother was not well and Eva was sleeping with her, although "My mother wants me to sleep by myself," Eva explained. "I have bad dreams about ghosts and I am afraid to sleep by myself." It may require the psychiatrist to help Eva to face her fears until she gets rid of them and gives up too great a dependence on her mother.

Unhygienic Conditions in Cities.—The conditions under which girls live in large cities make good health habits difficult, if not impossible. When five children and their parents live in two or three rooms without a bath-room, the practical difficulties of bathing "at the kitchen sink" make daily bathing impossible for a girl of high school age. A bath two or three times a week at the municipal baths is her practical solution. Crowded home conditions also threaten health because the children cannot sleep enough, or alone, or in well-ventilated rooms. In many homes they still study by flickering gas jets and in the same room in which the older members of the family are talking and working and the younger children are playing about noisily. The lack of exercise and recreation in the sunshine seriously affects the health of high school girls. To escape from crowded rooms, they habitually "go down" to the street in the evening. Lack

of money postpones or prohibits expenditures for medical treatment, dentistry, glasses, suitable clothing and shoes, and sufficient nourishing food of the right kind, and produces inertia regarding matters of health. "My mother is a very sick woman" is another explanation of chronic ailments and all too frequently reveals the great variety of burdens the high school daughter endures. The strength and the education that the high school girl needs to prepare her for future wage earning are repeatedly threatened by the conditions in which great numbers of high school girls in our cities are growing up.

The dean who tries to help such girls to plan for healthful living realizes the terrible handicaps of crowding, ignorance, selfishness, and poverty. Against such odds the high schools in large cities must work to try to protect the health of their girls. A large proportion of the dean's welfare cases reveal such unhygienic social conditions and the menace they are to the physical, mental, and moral health of growing girls. To complicate the situation still further, a large number of girls average from ten to twenty-eight hours a week of work to earn enough money to meet their high school expenses and to contribute their share to the family income. City high school girls need all the guidance the high school can give them to save them from physical, mental, and moral collapse.

The Strain of City Conditions.—Even with girls whose home conditions are better, with bath-rooms, more space and air, good electric lights, there are also evidences of the physical strain of city life. Nail biting, nervous tremors, impediments in speech, inability to sit still or to concentrate, restlessness, hysterical crying, giggling, poor posture, and uncared-for physical defects are all too frequently found. The need of adolescents for help in safeguarding their health is all too evident. Just how the high schools are to do their part in giving practical aid is a very difficult problem. Some of it must be in

the form of the advising and follow-up of individuals. The dean will find it necessary to share in this work.

HELPFUL DATA ON PUBLIC SCHOOL RECORD CARDS

The health records filled out on the backs of the public school record cards that each New York City girl brings to the high school when she is admitted are of great service to the dean. Absence and lateness are recorded there for all the terms of the entire public school course. On this card are checked defects of vision, teeth, tonsils, nutrition and some brief records concerning the diseases the child has had. These data are very helpful when taken with school progress and behavior ratings showing what grades were skipped or repeated and in what subjects there was lack of proficiency.

Health Records on Washington Irving High School Record Cards.—At Washington Irving High School, health records are briefly entered on each girl's permanent record card, which is kept on file in the main office where any teacher may read it. The entries are made by the physical training teachers and state the health conditions that should be known by teachers and carried along from term to term. From these records any teacher may see that Miriam has "curvature of the spine" and that she is under treatment, or that others have goiter, anemia, skin disease, weak heart, flat feet, diseased tonsils, poor posture, or pediculosis. Satisfactory condition of teeth and eyes is indicated by "Vision O. K." or "Teeth O. K." The section teacher is notified of these physical defects and uses her influence to encourage prompt and faithful treatment. A card catalogue of cases is also kept by the physical training department. These office records are a help to every teacher who is dealing with the student, and they often show the reason for nervousness, inattention, and poor preparation of home work. The deans make it a regular practice to read all records on the girl's permanent record card before the girl is interviewed.

Advice in Interviews with Parents.—Parents frequently reveal to teachers a helpless anxiety about the needs of the children in matters of health, exercise, sleeping alone, sex information, recreation, and changes in mental attitudes. To many parents, boys and girls of high school age seem grown up, able to look out for themselves, unwilling to listen to the parents, old enough to know what to do. This is especially true when parents are foreign and unfamiliar with many of the ways of American life. Or, fearing the dangers of companionship they cannot supervise, some parents deny all recreation and freedom and say with satisfaction, "Angelina is a good girl, she never goes out anywhere." Advice on both the physical and the mental health of their children should be furnished to parents by the high school for the sake of the sound health of the next generation. A dean can study the resources of her community and learn to tell parents where, when, and how they may secure expert advice and treatment for the special needs of their children.

THE TEACHER'S ATTITUDE TOWARD POSITIVE HEALTH

Both deans and all classroom teachers need to have an interested, scientifically sound attitude toward the importance of good health habits. They need such an attitude in order to bring about as good health conditions as possible in their own daily lives. They need such an attitude to make them realize constantly the importance of good habits of health in the daily lives of their students.

Help from Reading.—Some help can be secured from recent books which give the latest data as to what the conditions and habits of positive health are. Dr. Florence Meredith has stated them very clearly in "Hygiene," published in 1926 by P. Blakiston's Sons & Co., to be used as a text-book for college students. This book also contains a good bibliography. Knowledge is needed by those advisers of youth who must give some supervision and advice concerning health habits. During the last ten years many kinds of data have been secured concerning positive health and preventive medicine.

Help from the Health Program of the School.—Teachers and deans gain a good deal of help from knowing exactly what the program of supervision of health is in their own schools. This knowledge increases their interest in the personal health habits of their students. It aids them in securing for a student special service when conditions seem to require it. This knowledge wins their coöperation in carrying out with thoroughness and interest the requirements of the school in classroom supervision of health.

The Practice of Health Habits in the Classroom.—The day is past when teachers may feel that matters pertaining to health are not their responsibility. Classroom teachers are now required to secure the practice of definite habits that will promote health in their students. The benefit to the students is in direct ratio to the teacher's interest. Serious physical ailments are very often due to faulty posture. The teacher who secures good sitting, standing, and writing positions gives training of inestimable benefit to growing boys and girls. The conditions of light and distance are considered with a view to relieving eyestrain in writing, in holding books in reading, in seeing blackboard work. Teachers must insist on the use of glasses that have been prescribed by oculists and help overcome the vanity and inertia that make students "have glasses" but not use them. The ventilation and temperature of classrooms are the direct responsibilities of teachers, who should report irregularities in automatic systems and keep sensitive to mental and physical reactions due to these conditions. Teachers are expected to make some daily health examinations of their students. Their watchfulness can do a great deal toward improving daily health habits. There is no doubt in the minds of teachers that students need advice on many subjects concerned with personal hygiene.

Students' Attitude Toward Positive Health.—Interest in good health habits on the part of the teachers helps to secure interest in the establishment of better health

habits in the students. Instruction at home and at school has given students some facts regarding good health habits, but the practice of these desirable habits in their own daily lives is quite another matter. They know how many meals a day should be eaten, of what foods, and at what intervals, how much the average person should sleep and how, where and how exercise should be taken, yet the most superficial questioning of groups reveals that many lack good personal habits about these things. How wrong their attitudes sometimes are is shown by the pride and pleasure with which they say, "I don't eat any breakfast—I haven't time"; "I never go to bed before eleven or twelve—I have too much home work to do"; "I can't sleep if I go to bed early." To youth, semi-martyrdom presents some interesting satisfactions. Such sentiments can be changed in time by teachers and students who make the obvious effects of good health habits fashionable and popular in school life.

EXPERIMENTS IN DIFFERENT SCHOOLS

In some high schools a good deal of health supervision is given; in others, almost none is provided. It may be helpful to cite a few methods that are being tried in different schools. Some give general instruction about personal and public health as well as maintain a close supervision of the daily condition of the health of individual students.

The Health Program at Washington Irving High School.
—Physicians should be responsible for the health program of a school, which is carried out by the director of physical education, the nurse, and the teachers. At Washington Irving High School the physical training department conducts a positive program for the supervision of the health of all pupils. Physicians and a nurse, furnished by the Board of Health, make regular examinations of the students. All first term students are examined by one of these physicians. At required intervals, all must be examined for pediculosis, diseased tonsils, anemia, goiter, diseases of the eye, skin, heart, or lungs. Records

are kept by the physical training teachers when these examinations are made. Parents are notified what the defects are and advised to have them corrected by the family physician or at recommended clinics. Printed forms are furnished, giving lists of clinics for different kinds of defects where treatment is given. Where letters and notices are ineffective, parents are asked to come to the school to see the chairman of the physical training department, who explains the defect needing treatment, the health requirements of the school and of the Board of Health, and the relation of health to success in life.* Physical exercise and school adjustments are made to meet the needs of students who have disabilities. Follow-up work must be thorough, painstaking, and accurate, if general results are to be known in a form to be used by the teachers of the school.

Corrective Classes.—The physical training department forms classes in corrective gymnastics for those who have poor posture and who need what such classes can give. In more serious cases, students must go to clinics for treatment. There are about twenty-five students in each class. In all, about six hundred girls are reached by this form of corrective work.

Squad Leaders' Classes.—To create opportunity for those who excel in physical training work, squad leaders' classes are formed. About five hundred girls attend these classes regularly and learn how to assist teachers as leaders of squads in regular physical training classes. Credit is stamped on students' permanent record cards for regular attendance at leaders' classes as well as for attendance at corrective classes. Gold-colored silk ties are worn on middie blouses by those who pass all requirements as leaders in physical training work. These girls help to present a fine standard in posture, health, and physical training work to the rest of the school.

* Report of Chairman of the Physical Training Department of Washington Irving High School, Alice T. Morrissey.

Athletics and Games.—In schools where there are boys, athletics are usually planned for the benefit of the boys, and the girls have few or none. Teachers realize the need and the value of well-planned and carefully supervised games and athletics for girls, but in most schools time, place, and equipment for them are lacking. Girls need opportunity for swimming, basketball, tennis, hockey, baseball, and other games, both in gymnasiums and on outdoor playgrounds. They need hiking, bacon bats, camping, skating, snowshoeing, and winter sports. Girls in school in the country and in small cities can have more of these healthful activities than are possible in large cities, but city high schools may be built with gymnasiums, with a swimming pool and shower baths, and a large playground over the entire roof, including a separate cage for basketball. Neighborhood swimming pools and parks can be used even in very large cities for a great variety of outdoor play activities for many high school girls. One of the greatest difficulties is to secure enough sponsors for such activities. The value of such opportunities in developing habitual good health, in training in coöperation, team work, fair play, and in teaching the best uses of leisure may be very great. The more the dean learns of the lack of physical recreation in the lives of the girls she interviews the more she realizes the need for such periods of happy physical activity. Repeatedly the psychiatrist recommends more recreation along the line of athletic activities for the girls she is advising.

INSTRUCTION IN HEALTH FOR GIRLS THROUGH HOME- MAKING COURSES

The Course of Study and Syllabus in Food Study, Household Management and Laundry for High Schools, published by the Board of Education of New York City, throughout emphasizes the laws and habits governing good health. The subject matter is treated from the point of view of the personal needs of the individual girl—her food, sleep, exercise, clothing, weight, height, energy,

resistance to disease, nutrition, digestion, marketing, budgets, home, with its distributed costs, its furnishings, upkeep, care, and its use as a social center, with specific advice on the courteous manners practised by the cultured woman. When the school building is equipped for giving this course with modern single-unit kitchens, a large demonstration dining room, and a completely furnished practice apartment with full-sized living room, bedroom, bathroom, nursery, pantry, and kitchen, girls gain a great deal of practical knowledge about health and home-making. This subject is given in the first year of the high school course.

Advice about Breakfast.—The teachers of these home-making subjects and the dean may devise helpful instructions to be given to students. For example, at Washington Irving High School the following letter on the subject of that much neglected meal the breakfast is mimeographed and given to all entering students within the first month by teachers of biology or home-making subjects, with whatever teaching and emphasis are needed to explain its message.

To All Washington Irving Girls:

One of the conditions of success in school work or in any other work is good health. When you build up your own health, you not only do what is good for yourselves, but you make yourselves able to be of more service to others.

None of us can work well during the school day without good, balanced food and it is especially necessary that we start the day with a nourishing breakfast, one which really "breaks the fast" after the night. Miss Willard, the head of our Department of Domestic Science, advises that you make a habit of eating a uniform breakfast every morning like the following:

	Calories
1 cup of milk or cocoa.....	160
2 slices of toast or a roll.....	100
Butter with above.....	50
½ cup cooked cereal, Shredded Wheat, Puffed Rice, etc.....	100
Cream or milk with cereal.....	50
Cooked or fresh fruit.....	100
Total.....	560

The relative food values of milk, cocoa, tea, and coffee are shown below:

	Calories
Milk, 1 cup.....	160
Cocoa, all milk.....	220
Cocoa, half milk.....	140
Coffee or tea with milk and sugar.....	70
Coffee or tea clear.....	0

A calorie is the unit used to measure energy in food. No one should start a day without the energy represented in the food value of at least 500 calories.

The advantages of such a "uniform" breakfast as the one recommended are that it takes little time and thought to prepare and at the same time provides sufficient nourishment. We should consider it a duty to eat our breakfasts, whether we feel like it or not, just as much as to wash our faces in the morning, or to be in time for school.

How can girls who are due in school at 8 a. m. have enough time for breakfast, and still not be late for school? By going to bed by 10 o'clock every evening, and by getting up early.

Girls in the afternoon session who do not have luncheon periods in school should allow time for unhurried luncheons before they start for school.

Very sincerely yours,

EDWARD CORNELL ZABRISKIE

Publicity about Health.—The school newspaper will accept articles on health topics by students, teachers, or the dean. In one issue an article appeared on "Time Budgets," setting forth the importance of arranging one's time as carefully and wisely as one spends money. One girl writes, "Here is the schedule as planned by first year girls. They are trying it out and reporting to their domestic science teachers:"

	Hours
Sleeping.....	9
School.....	5-6
Dressing.....	1
Eating.....	1-2
Travel.....	1
Study.....	2
Exercise outdoors.....	2
Exercise indoors.....	1
Relaxation.....	1

A second girl adds: "I think the idea of keeping time budgets and records is very good. It helps us to be able to plan our days so we can work and enjoy ourselves in a sensible way. We can have our day so there will be work as well as relaxation. This helps us, too, in health. If we have enough hours of sleep, enough time for work, we shall grow up to be strong, healthy young women."*

Campaigns for Better Health Habits.—Occasional campaigns for better health habits arouse interest and have some influence upon attitudes toward personal health. An exhibition of attractive posters may advertise good habits. Films on health, physiology, and hygiene may add visual instruction. Assembly speakers may try to inspire the students by their eloquence and to convince by their logic, during the week of the campaign. Exhibitions of properly balanced, attractively displayed meals may make their appeal. Teachers in section periods and deans in officers' councils may guide discussions on topics concerned with health. The school newspaper may add reports and suggestions. A period of such united emphasis should produce some beneficial results in making the subject of personal health habits seem to the students to be worth their attention.

The School Lunch Room.—When the school lunch room is under the control of teachers trained in dietetics, students can be led gradually to eat the right kinds of food for their luncheons. Undesirable kinds can gradually be eliminated from sale and a taste for wholesome food educated. Undernourished children can be advised personally and supplied with milk in the middle of the session and with well-balanced dinners when needed because of conditions at home. Teachers realize that the school lunch room should be run so that it will contribute its share in securing better health. Questions of financial gain in lunch rooms should be secondary to the health needs of the students.

* "The Mirror," Washington Irving High School, October 17, 1923.

MENTAL HEALTH

There is a growing realization of the need of a better understanding of the mental hygiene of adolescence and of the best methods of securing sane attitudes on many questions of healthful living. Both boys and girls need assistance in forming good attitudes toward parents, brothers, sisters, friends, teachers, classmates, and business associates, and about the social relations of the sexes, marriage, and parenthood. Information about sex, adapted to the growing boy or girl, should be supplied by parents. That many parents neglect this subject in training their children does not alter the fact that the responsibility for it is and should be theirs.

Adolescents need advice to help them to adjust themselves to work and responsibility, to recreation and the use of leisure, to service and civic duties. Many of them show plainly symptoms of undue strain from conflicts arising from various maladjustments. They reveal it in stammering, nail biting, tremors, sullenness, temper tantrums, seclusiveness, lying, stealing, truancy, failures in subjects, etc. The school should take some responsibility toward these maladjusted children and should include trained service to deal with them. A few have begun to do so. In Newark, New Jersey, the Board of Education has furnished a mental hygiene clinic for the public schools under the charge of a psychiatrist and social workers who have had training in psychiatric social work. In another city a psychiatrist has been employed to deal with nervous speech disorders, so that the maladjustments causing them may be removed. In another privately supported clinic the school children of a group of schools are given the services of a psychiatrist, a psychologist, and a trained social worker. Bureaus of educational counsel and of children's guidance and personnel departments are being formed to furnish help for individual students. Deans of the future may find enough service of this kind provided for the children in the schools.

The Need for Mental Adjustment in Adolescence.—Dr. Milton A. Harrington, Consultant in Mental Hygiene at Dartmouth College, has stated clearly the need for mental adjustment in adolescence.

The mental disturbances so frequently seen in adolescence are due to the difficulty the individual encounters in adjusting himself to the demands of the emotional forces that become active at this time. Mental adjustment may be defined as the process by which the individual is brought into harmony with his environment and the demands of his own nature. In order that we may be impelled to perform those functions required of us as individuals and as members of society, nature has given us certain appetites and instincts that, as a rule, give rise to useful forms of behavior. Sometimes, however, circumstances are such that it is neither possible nor desirable to gratify them. It is, therefore, fortunate for us that within certain limits we are able to modify and control these forces, so that they will not impel us to seek the impossible or bring us into conflict with our own best interests or the best interests of our fellows. A man is not in harmony with himself or his environment when the demands of his appetites or instincts are unsatisfied. To adjust himself, to restore this harmony, he must do one of two things: he must if possible so modify his environment as to obtain from it that which his nature demands, or he must modify his tastes and desires so as to bring them into harmony with that which is possible of attainment. Life is one long series of adjustments and readjustments, for we are constantly finding ourselves in new situations to which we must react either by modifying the environment to match our demands or by modifying our demands to fit them to an environment that we are unable to improve. Some people make these adjustments well. Some make them very poorly. For example, one resigns himself cheerfully to the inevitable; another, unable to modify the demands of his nature to fit the situation, frets and chafes under it, or even is carried along by emotional forces he cannot control into unwholesome habits of thought and conduct.

But it is in adolescence that the ability of the individual to adjust himself is, as a rule, most severely tried, for, owing to the new appetites and desires that now awaken, he has to make one of the most radical readjustments required of him at any period of his life, and in his efforts to make this adjustment he is severely handicapped by his ignorance and inexperience. He has to deal with new emotional forces of great strength, but of the nature and significance of these forces he knows very little. He does not know whether they are good or bad, whether he should yield to them or hold them in check; so he is carried along by a blind impulse seeking some means of emotional outlet, some source of satisfaction. This outlet, this satisfac-

tion, he must find in his dealings with his fellows, in work and play, in the adjustment that he makes with the world about him. But of this world, also, he as yet knows very little. He does not know how or where he may obtain from it the means of satisfaction that his nature demands. So he gropes his way, seeking more or less blindly some adjustment that will satisfy his needs, and in this blind groping there is great danger that he may fall into unwholesome or undesirable habits of thought and conduct.

But even where his impulses lead him toward a satisfactory adjustment, there is danger that he may be prevented from reaching it by misguided parents who have different views. His parents may exert their authority to prevent him from ordering his life as the needs of his nature dictate, forcing upon him instead a manner of life that is in conformity with their own views and desires, but that for him makes a satisfactory adjustment impossible. So we find that the weaker or less fortunate ones at this time are unable to adjust themselves. In some this failure to adjust shows itself in an emotional disturbance that may not swing beyond the limits of what we are accustomed to regard as normal. In others, however, it results in unwholesome habits of thought and conduct, in bad sexual practices or anti-social acts, and in certain cases it manifests itself in types of mental reaction that we are accustomed to regard as manifestations of mental disease. Of these cases, some after a time are able to correct their unwholesome tendencies and ultimately succeed in making a more or less satisfactory adjustment; while in others the faulty types of thought and behavior, instead of being corrected, only become more fixed as time goes on. These cases usually end up in hospitals for the insane.

In preventing the development of these unhealthy types of mental adjustment, we have a very important field of work and one in which very little has as yet been done. We have at present an elaborate system of schools and colleges in which at great expense we cram the heads of the young with languages, history, and mathematics, but we do little or nothing to assist them in handling the vital problems of their own lives. There are very few boys, or girls either, who would not be the better for some assistance and guidance during the adolescent period. There is many a one with whom it would make all the difference between becoming a useful member of society and becoming a permanent inmate of a public or private institution. The time to deal with our functional disorders is before they have developed. We must prevent the development of such cases by helping the adolescent boy or girl to make a wholesome adjustment to the demands of his instinctive nature in the first place, for by the time he reaches a hospital for the insane he has commonly departed so far from normal habits of thought and conduct that our attempts to reëducate him are of very little use. The biggest field for the

psychiatrist in the future must be not in the hospitals for the insane, but in the community at large. We must have psychiatrists in the schools, for commonly it is there that incipient mental disorder first shows itself. We must have more mental clinics, and as time goes on and the public becomes better educated in regard to the subject of mental hygiene, we shall also find a steadily increasing demand for competent psychiatrists in private practice to whom parents can bring their problems and receive assistance and advice.*

The work of psychiatrists in a few of the high schools in New York has already been explained.

Sex Education and the Schools.—In May, 1923, Dr. Florence H. Richards, the physician appointed by the Board of Education to be in charge of the health of the girls at William Penn High School, Philadelphia, read a paper at the National Conference of Social Work on "Sex Education and the Schools." It was published in the *Journal of Social Hygiene*, in October, 1923. Dr. Richards said:

In January, 1920, the United States Bureau of Education and the United States Public Health Service sent out a questionnaire to obtain information regarding the status of sex instruction in the high schools of the United States. The questionnaire was sent to over 12,000 high schools, and brought over 6,000 replies. The schools from which replies were received naturally fell into three groups. They are as follows:

No sex instruction, 3,850; those giving emergency instruction, i.e., through lectures, occasional talks, sex hygiene, exhibits, pamphlets, etc., 1,633; those giving regular, integrated sex education, either directly or in connection with the regular curriculum, 1,005.

Thus 40 per cent of those replying are giving some sort of instruction. If we consider that those not answering were unfavorable to the teaching, it still means that one-fifth of the high schools of the country are striving to meet the need. These figures are surprisingly large when one considers that the content and method for sex instruction have not yet approached anything like a standard form.

There seems to be a very general agreement among principals on the need of sex education. The task, though important, is a difficult one. Many principals deplore the lack of proper teachers, some feeling that without the right teacher the work does more harm than

* Milton A. Harrington, "Mental Disorder in Adolescence," Reprint No. 85, pp. 12-14, the National Committee for Mental Hygiene, Inc., 370 Seventh Ave., New York, N. Y., 1922.

good. This attitude indicates wholesome caution. To give sex instruction requires mental maturity, a personality that is always respected, poise, sanity, sympathy with adolescent boys and girls, an accurate knowledge of facts, and the ability to present them impersonally without embarrassment or self-consciousness, unimpeachable character, and great tact.

The courses of study best adapted for indirectly imparting sex education are first the biological sciences, because of their frequent dealing with sex and reproduction in plants and animals; then physiology and hygiene, general science, physical education, the social studies, such as history, civics, sociology, etc., English, and home economics. All of these studies have been used successfully by teachers interested enough to try them out.*

Dr. Richards then outlines parts of courses that furnish information in right attitudes about sex. She says:

A direct course in sex education may be given by a physician, either resident in the school, or from outside, but well known to the pupils. This is most desirable if other indirect information is being given in various courses in the school. The physician can then knit together the loose threads and answer the more intimate questions that the lay teacher usually finds very difficult.*

Dr. Richards' course for seniors was started in William Penn High School in 1911. It is required of all seniors, one period of forty-five minutes a week, for a year. It is called "Lectures on Domestic Sanitation, Home Nursing, and Sex Education." Dr. Richards says:

This course has been given in the last twelve years to upward of five or six thousand girls and we have never yet had an objection from a parent. This speaks for itself. The attitude of the students is one of natural curiosity, and at the same time it is serious, modest, wholesome, and sometimes pathetic, as they are so eager and anxious. They ask all kinds of questions, many of which only a physician could answer. They bring their own problems and those of their relatives for solution. My experience leads me to the conclusion that the indirect teaching, although very valuable, is not enough. It should be supplemented with direct sex instruction, given by a physician.

To summarize the situation, the first information on sex facts should come to the child from the parents, thus cementing the very strongest bond possible between parents and child. Later, this should be supplemented in the grade schools by such nature work, reading, history, geography, etc., as will give the child a proper back-

* *Journal of Social Hygiene*, Oct., 1923, Vol. 9, No. 7, pp. 397-398.

ground and a wholesome attitude toward the sex life. On such a foundation may be given then in the high school the more direct teaching where the scientific study of reproduction, heredity, child study, and many social problems will round out an adequate sex education.*

Coöperation of the Dean.—In schools where methods of physical education and supervision of health are well organized, deans may not need to plan further for them, but in many schools so little assistance is being furnished that deans are forced to give some guidance in personal health to their students. Adequate supervision of health is beyond the scope of the dean's time or training. Physicians should make the medical examinations to ascertain the condition of health of each student. Psychiatrists should advise about the mental and emotional adjustments needed by individual students. Physical training departments and nurses should carry on follow-up work and furnish both physical education and suitable recreation through games and limited athletics. The deans' part then would be to work with these experts for the benefit of individual girls and to assist with the plans to be carried out for all. In schools where there is little or no supervision of the health of the students, the deans have very difficult problems to meet in advising individual students and in emphasizing for all their students the importance of good habits of physical, mental, and emotional health.

* *Journal of Social Hygiene*, Oct., 1923; Vol. 9, No. 7, p. 402.

CHAPTER V

GUIDANCE FOR STUDENTS WITH SPECIAL PROBLEMS

ONE REASON PRINCIPALS WANT DEANS

One of the chief reasons given by principals for the position of dean in the high school is the need that they feel for a woman to deal with special cases referred to the office. Such cases require more time than the principal can spare from his other duties and they should have thorough treatment and sometimes supervision and follow-up for a long period. Many principals like to feel that deans may be fitted by personality and training for this work and that office cases may be definitely and wisely assigned to them.

Some deans feel that discipline cases should not be a part of their work at all. "We do not want the students to think of us as persons who mete out punishment," they say; "we wish to be their friend." But after thirteen years of work with the disciplinary problems of students the deans at Washington Irving High School feel that the dean should be willing to do this welfare work, if her principal wishes to assign it to her. It is of very great advantage to the dean in understanding all the students of the school to know these specific instances of non-conformity to good standards of social relationships. Her experience with the students who fail when temptation is offered them helps her to plan constructive measures to strengthen character for the whole school. The dean needs experience with all kinds of adolescent youth to be an understanding guide of student government, clubs, dances, and other extra-curricular activities. The girl in trouble should be able to draw upon the dean's friendship as freely as the girl who is a happy social leader.

TYPES OF CASES REFERRED TO THE DEAN

This does not mean that every disciplinary difficulty is to be reported to the office. Almost all of them will be dealt with by teachers, section advisers, or student courts. But there will always be a small group who will need more study, supervision, and follow-up than teachers, advisers, and students have time to give. These constitute the dean's opportunity. The first reason for the report to the office may be failures in scholarship, or truancy and excessive lateness, or other behavior problems, or health, but office cases very frequently show a combination of most of these difficulties. The student should usually be reported to the dean only after teachers and advisers have done all that they can to adjust the difficulties. The dean then continues the study and makes the needed adjustments advised by psychologist, psychiatrist, parents, teachers, or social welfare organizations.

Truancy and Lateness.—It is within the scope of the dean's administrative work to assist teachers and section advisers by working out plans to improve attendance and punctuality, but she should not give her time to the daily routine work of checking up absentees or giving passes to late students. She may provide form letters on attendance and punctuality, to be sent to parents by section advisers, and a blank form to be signed by student and parent stating the time required for traveling from home to section room, time of required arrival, and time of leaving home. She may appoint student officers to assist teachers in giving passes to late students. Commendation cards may be provided, to be given to students or to whole sections having 100 per cent in attendance, or punctuality, or both, over a given length of time. These cards of praise may be filed in the dean's office and she may consider them in selecting girls for ushers, officers, or candidates for the Governing Council. Publicity may be given in assembly and in the school paper

to the commendation cards awarded to sections. The dean may encourage punctuality by dropping from her list of nominated officers a student who has had an excessive number of unexcused latenesses, or any cutting, or truancy. But scientific study of office cases shows that truancy and lateness are frequently the results of very varied difficulties and that adjustments of these difficulties rather than punitive measures are needed.

Behavior Problems.—Most of the students sent to the office are reported for behavior problems. The reasons given in these reports are like familiar airs played with variations. Loretta "has been disobedient, defiant, rebellious against the authority of the teacher or the student officer." Sarah "always answers back when she is reprimanded," is "saucy, impertinent, impudent"; Josephine is "dishonest." She "cheated in a test," or "copied home work from a friend," or "stole a \$5 bill contributed by the section for a party." Georgina is "untruthful when questioned about her cutting," or "has forged her parent's signature on her notes of excuse for absence." Carmencita "has been passing pamphlets on sex matters to other girls." The dean will lose many opportunities to help individual girls if these problems are not reported to her.

Peculiarities.—Students may be referred to the office because their behavior is "peculiar," or "queer." One "does not get along with her teachers and classmates." Another "sits and looks out of the window all the time." Another "is silent, will never recite, does not respond to quiet questioning by the section adviser." A noisy, showy girl "wants to be in the limelight all the time." A small, shy girl seems "too painfully self-conscious." An attractive girl of fifteen is "just drifting. She fails in her subjects and has been a truant. Her parents are not living together." A tense, repressed girl "has the habit of nail biting." Such behavior may require the help of the psychiatrist if a satisfactory and permanent adjustment is to be secured. In every school there may be some who need the help of a thoroughly trained

psychiatrist. A dean's part is to learn how to recognize the peculiarities and how to carry out the recommendations of the psychiatrist.

A STUDY OF CHARACTER DEVELOPMENT THROUGH DISCIPLINE

In the "Report of the Committee on Character Education in High Schools," published by the Board of Education of New York City in August, 1924, a committee of teachers with Mr. Harold E. Foster, of Morris High School, as chairman, made a study of "Character Development through Discipline." Twenty-five of the high schools of New York City sent helpful replies to the question, "How far in your school, according to your judgment, is class and office discipline effective in promoting character?"

Methods Recommended.—Four methods of settling discipline cases are defined:

1. The punitive method. By imposing penalties, the disciplinary officer hopes and expects to effect the reform of the individual and to deter him and others from similar infractions of school rules. This method by showing the offender the inevitable nature of the law of cause and effect should lead the youth to pause in his career of wrongdoing, ponder the consequences, and reform.

2. The truce method. The disciplinary officer believes it is wise to secure the immediate coöperation of the offender and his formal obedience to law even if the spirit is unchanged for the time. Self-interest, fear of exposure, desire to please someone else, may prove a step in the direction of right conduct. The motives appealed to are not the highest, but the appeal often works.

3. The reform method. Here, the aim from the first is a change of spirit. Those who employ this method habitually believe that time spent in trying to modify the pupil's attitude is time spent most wisely. The teacher appeals to the child's self-respect, to his regard for the rights of others, to his sense of justice and honor. Training in character is a part of the work of every teacher, and helping girls and boys to overcome their faults of character is more important than the teaching of any subject. When a girl is guilty of a breach of discipline, the question in the teacher's mind should not be, "What punishment can I mete out to her?" but, "How can I help her to a permanent cure of this fault?"

4. The scientific method. Special examinations are made by psychologists and psychiatrists where needed. Causes of disorder in class are often uncovered by psychological and psychiatric examinations through which it is sometimes found that a pupil is doing work beyond his ability, or that he is suffering from an emotional or physical upset, which makes it practically impossible for him to conform to routine requirements. Make sure by proper tests that no physical or mental abnormalities account for the pupil's attitude.*

Methods Approved by Experience.—Teachers have used the first three methods of disciplining for ages. The best disciplinarians have long believed that "the reform method" should be used wherever it can be made to work, and they have ample proof that it has secured satisfactory results in many cases. But the new behavior and social psychology is spreading doubt in the teachers' minds as to the efficacy of traditional forms of school punishments and the reforming influence of truces.

The Value of the Scientific Method.—More intelligent adjustments can be made in a discipline case if a body of facts is secured. A study of all the facts on the elementary and high school record cards furnishes indispensable information on habitual school responses in work, conduct, attendance, health. The chronological age, the mental age, and the intelligence quotient furnish another group of very necessary facts. Where the behavior suggests the need of a physician and psychiatrist, a full report of the psychiatrist's examination and recommendations, including the report of the psychiatric social worker upon her visit to the home of the student, should be carefully studied before definite action is taken with the student. Great harm may be done by applying the punitive, the truce, or the reform method when the scientific method is needed.

Applied at DeWitt Clinton High School.—The scientific method is being used in one of the largest high schools for boys in New York City. Dr. John D. McCarthy, the physician and psychiatrist, once said of this work:

* "Character Education in High Schools," Report of Committee on Character Education, Aug., 1924.

It is coming to be recognized that if we are to get at the explanation of misconduct we must study the total personality of the individual—his natural mental endowment, his physical equipment, his experiences, together with the nature of his environment. Therefore a child referred to us is given a fairly complete physical examination; a psychological examination, which includes the Binet and several other tests; and a conference is held with him in order to get at such matters as companionship, home influences, etc. From the data thus acquired the probable causation and steps for adjustment are thus worked out. When necessary, advice is given regarding medical treatment.

A study along the lines thus indicated leaves a serious gap, because there is no provision for getting an outside report such as would be given by a social service department. In some of the elementary schools this is provided for by the assignment of visiting teachers.

The type of problem that should be studied by the method outlined includes failure, bizarre conduct, delinquency, unfavorable attitude, day dreaming, and lack of interest. Truancy, untruthfulness, disrespect, cheating, and stealing are types of delinquency that can be investigated. In some cases the delinquency is traced to a disordered family situation; in others to a clash of personality between the pupil and another person; in others to physical defects, and so on. Thus one truant is at odds with the world because of the presence of a stepmother. Another boy was the victim of bad companionship. Still another threw a whole school into confusion by his defiance of law and custom.*

Applied at Bushwick High School.—From his experience in a large coeducational high school, Dr. Joseph George Cohen, psychologist, says:

Every school has its maladjusted pupils. Confronted with one of these non-conformist centers of disturbance, the teacher or school administrator should be able to turn to someone who, by reason of special training, can definitely answer such questions as: Is this deviation from the normal due to a native deficiency, or may the case have arisen from an unfavorable combination of controllable circumstances? What are the possibilities of correction? What is the underlying cause of the maladjustment? There should, in the interest of enlightened character training, be someone in every school capable of estimating the intelligence endowment of any given student.*

Applied at Morris High School.—Another large coeducational high school has applied the scientific method

* "Character Education in High Schools," Report of Committee on Character Education, Aug., 1924, p. 85, p. 84.

as far as possible through the work of a well-trained visiting teacher, whose service was provided by the Public Education Association of New York City for a special study in connection with the plan of the Commonwealth Fund Program for the Prevention of Delinquency. Of her work there Miss Josephine Sherzer says:

The visiting teacher's approach to problems of discipline is based on the principle that when a pupil persistently violates school regulations, plays truant, or is guilty of misconduct of any type, there must be adequate cause. Her first task is to determine this cause and if possible eliminate it. It may be a mistaken or distorted idea existing only in the pupil's mind; it may be the result of constitutional inferiority; it may grow out of the most serious of undesirable home conditions—but somewhere there is a cause.

Many pupils have personal problems that are all-absorbing and extremely difficult of solution. A fourteen-year-old girl runs away from home and rents a furnished room, because neither of her parents, who are divorced and both remarried, wants her. A boy comes to school tardy too many times, but he comes from a home where there is an alcoholic father, habitually out of employment, six younger children, no money, no food, no fuel, except as it comes from a charity organization. A girl having passed through seven terms of high school, hating it always, always overstudying, considering it a "cold business proposition," prodded on by ambitious parents, finally breaks down nervously and contemplates suicide.

Such pupils are frequently so sensitized that they cannot be reached by routine methods of discipline but must be approached on their own level, without the weight of authority, without reproach, criticism, or moral judgment. The visiting teacher tries to make them feel a warm, interested, personal friendliness. Through many contacts both in and out of school, she comes to know and to evaluate the whole situation. Working side by side with the pupil on his daily, personal problems, there slowly develops a common basis of trust and understanding, in which the question of discipline takes care of itself, and opportunity to direct effectively the trend of character development is offered.*

The Objective Attitude.—The new psychology emphasizes the importance of an objective attitude in dealing with disciplinary problems of children. On this subject Dr. Bernard Glueck writes:

* "Character Education in High Schools," Report of Committee on Character Education, Aug., 1924, p. 86.

One of the outstanding conditions that determine success or failure in child-teacher relationships has to do with the question of objectivity of attitude and behavior. Ordinarily we are apt to be more rational in our relations with our fellows, the more successful we are in maintaining an attitude of objectivity. By this attitude we simply mean the ability to see things as they actually are and to deal with them on that basis. The opposite of this is the tendency to color and distort events and things in accordance with the particular personal bias we may be entertaining at the time, by projecting onto them our personal feelings. Now, probably, no human being is able to be thoroughly objective in his relations with his fellows. Nor does the deliberate cultivation of this capacity to an extreme make for the happiest of human relationships. But there is possible a happy medium of a kind which is indispensable for the proper rapport between teacher and pupil. The acquisition of this happy medium is not easy, particularly for the teacher who is not relatively free from personality problems of her own. . . . Prejudice and bias have their most common source in incomplete information and the best assurance against these pitfalls is an ability to see things as they actually are.

Another important condition for the assurance of a healthy relationship between teacher and pupil is an honest and deliberate intent on the part of the teacher to inform herself fully concerning the personalities of the children under her care. Unless the teacher is able to create about herself an atmosphere that invites frankness and naturalness and confidence on the part of her pupils, the most important phases of their personalities are apt to elude her altogether. It should be clearly understood that in the large majority of maladjusted children coming to the psychiatrist's attention, the problem is not one of specific psychopathology, but precisely that of a better understanding of the child. Frequently, as soon as this is achieved, the necessary steps for the solution of the problem are made clear, and one of the most common recommendations that the psychiatrist is called upon to make to the school authorities is, "Have the teacher gain a better understanding of the child."*

The Relation of the School to the Mental Health of the Average Child.—Dr. Jessie Taft, the Director of the Child Study Department of the Children's Aid Society of Pennsylvania, writes with authority:

Do we not think of mental health as practically identical with good adjustment? Our question is, then, what part does the school

* Bernard Glueck, M.D., "Some Extra-Curricular Problems of the Classroom," Pub. No. 3, pp. 6-11, Commonwealth Fund, Division of Publications, 578 Madison Ave., New York, N. Y.

take in the building up of the child's adjustment to life and what responsibility is involved as compared to the influence and responsibility of the home? Teaching, particularly in the elementary grades, is primarily the gradual adjustment of a group of individualists to one another and to the idea of playing and working together. Success in the imparting of information will depend largely upon how well this adjusting is done. In fact, the best teaching is impossible in any grade or with any group without some understanding of mental hygiene and the meaning of the child's attitudes, failures, successes, interest, or indifference, in terms of the earlier determining influences in his life and of the present effect of home life as well as school upon his behavior. John's failure in arithmetic, his favorite subject, may be due to laziness and it may be due to upset over the arrival of the new baby. Mary's indifference to geography may result from stupidity or from the fact that her sister Helen is particularly good in that subject and knows it. Henry's truancy may mean boredom or a violent dislike of the teacher or the presence of a stepmother and misunderstanding at home. Whether or not you are able to teach even the average child the routine subjects of the curriculum with moderate success depends more completely than the average teacher dreams upon his emotional adjustment to school, teacher, and classmates, and upon the relations existing between him and the various members of his family group.

Few teachers realize the determining influence, not only of the class routine and of other children, but even more of their own attitudes and personal adjustments, upon the child. If only one factor in a child's maladjustment at school can be changed, the attitude of the teacher will usually be found to be the most important and its alteration most immediately effective in bringing about improvement. In the teacher the child finds the parent, and if his relationship to his real parents is infantile or antagonistic or fearful, he will often tend to set up the same pattern with the teacher, perhaps taking out on her feelings that he has to restrain with his own father and mother. This means that the teacher has here not only the need for understanding the mechanism involved, but the opportunity for altering it. If the child can work out with an adult whom he respects a satisfactory and successful relationship, it is bound to affect favorably his entire adjustment. Not only does this demand tact and wisdom on the part of the teacher, it also requires a good personal adjustment. She must be free enough of her own complexes not to let them determine her reaction to the child. She must be kind but not sentimental, friendly but impersonal, not using the child to satisfy her own emotional needs or relieve her personal feelings, and above all she must be patient and always interested. The teacher who is interested in her children in an objective way and is able to give them a sense of freedom and self-confidence in her presence

will be as potent a factor in improving mental health as any the school can contribute.

There are two obstacles at present to the development of an attitude in the teacher that would make for mental health in the child.

First, there is lack of knowledge and experience in the principles of mental hygiene. Normal schools are not teaching students how to interpret the irritating behavior of the bad boy or girl, nor are they making any attempt to apply mental hygiene to the personal problems of our future teacher. Unless the teacher gets for herself a vital psychology that she can apply, she has nothing with which to see below the surface, nothing to lead her beyond symptoms to causes except such unmeaning labels as liar, thief, truant, incorrigible, feeble-minded, peculiar, and the like, all of which may relieve her feelings, but contribute nothing to the understanding of the situation or to the adjustment of the child.

The second obstacle is the inevitable conflict between the mental hygiene interest and the teaching interest as it exists today in most public schools. According to our present policy, the attention of the teacher is supposed to be directed toward the teaching of certain subject matter to every child in the same way and within a limited time. The behavior of the child receives attention only when it interferes with what the teacher is struggling to accomplish and is naturally a source of extreme irritation which tends to provoke repressive discipline directed toward the immediate symptoms rather than interest in understanding and correcting the cause. Only the substitution of an interest in educating the child as a whole for the interest in teaching a subject to the child would permit a development of the mental hygiene point of view in the teacher. If the teacher were allowed to think of education as primarily a matter of the child's growth and adjustment and concentrate on the process whereby he could most successfully develop in the school environment, his bad behavior would be a legitimate part of her job and as full of scientific interest as his good behavior. The chemist is not annoyed with a chemical for exploding in a certain situation; he merely seeks to understand it so that he may control it in the future. So, too, the teacher whose attention is on the process is not irritated with John because of his antagonistic attitude, but scientifically curious as to its basis and intent upon understanding and altering it.*

* Jessie Taft, Ph.D., "The Relation of the School to the Mental Health of the Average Child," Reprint No. 181, pp. 4-7, The National Committee for Mental Hygiene, Inc., 370 Seventh Ave., New York, N. Y.

See additional references on this subject in list of Selected Reading at the end of this book.

THE APPLICATION OF PSYCHIATRY TO HIGH SCHOOL PROBLEMS

Through the generous coöperation of the Girls' Service League of America, Dr. Anne T. Bingham, the psychiatrist of the organization, was permitted in March, 1921, to begin a study of preventive work by giving examinations two half days a week at Washington Irving High School. This service was gradually extended in five other high schools over a period of almost five years. The requests for this help came from the high schools themselves, from those in charge of individual welfare work for students, from deans, and from teachers, who saw constantly a need for expert advice and who wanted a psychiatrist to give it. While the information gathered from this period of study is valuable and unique research material in the field of psychiatry applied to adolescents in high schools, the service was not requested for the purposes of research, but for the personal benefit to be gained by students and teachers in the high schools. Dr. Bingham was willing to take up this new work in the high schools in addition to her examinations at the Girls' Service League because she saw, through her years of study of delinquents or near-delinquents, that preventive work should be started much earlier in a girl's life.

Definition of Psychiatrist.—Dr. Bingham gives this explanation of the function of the psychiatrist:

The psychiatrist has had general training in medicine, in addition to specializing in nervous and mental diseases, and is further interested in studying in great detail a person's adaptation to life, his personality make-up, his emotional reactions, his intellectual development. Physical and nervous states are also taken into consideration by the psychiatrist, who, after accumulating all this material, seeks to evaluate it and then to see what needs to be done and what can be done, the idea being to prevent as far as possible nervous, mental, and social disaster, if they are threatened, and to help the individual concerned to live efficiently and happily.*

*"Needs of the High School Girl and How They Are Being Met by Social and Philanthropic Organizations," Address Delivered at

Types of Cases to Be Referred to the Psychiatrist.—To be of as great assistance as possible to the schools seeking aid, cases were accepted by the psychiatrist in which the initial problems were failures in scholarship, unusual behavior problems, or physical unfitness. Any teacher might refer a girl to the dean or adviser in charge for examination. These advisers in charge of the work prepared the reports needed by the psychiatrist, officially referred the case to her, and did the follow-up work she recommended.

Preparation of a Case for the Psychiatrist.—The psychiatrist needed the following facts before beginning her examination:

1. A clear statement of the problem for which the girl was referred.
2. Her chronological age, mental age, and intelligence quotient after an individual psychological examination had been given by the psychologist, with the interpretation and advice of the psychologist based upon the psychological examination.
3. Copies of the girl's elementary and high school records in work, conduct, attendance, and health.
4. An account of any interviews with the family, at the home, or in the school.
5. Any other available data from teachers, welfare organizations, or friends, which the school might happen to have at hand.

As the high schools have no visiting teachers, the reports upon home visits were made by the visitor of the Girls' Service League.

Place of the Examination.—The psychiatrist went to the high school at the assigned time, met the girl informally in the office of the dean or the adviser, and went with the girl to a quiet office for the examination. It is very much easier to arrange for the examinations in the

school building, as a regular part of school service, than to try to persuade a girl to go to a clinic in some hospital. A girl can be led to look upon an examination in the school as "a privilege, given to a few of our girls who need help," when the school doctor appears there, a kindly, friendly woman like her teachers. Girls and their parents have refused the "interview with the doctor" when it required a trip to a clinic with irksome waiting. Dr. Bingham says:

When possible, we think it a mutual advantage to go to the schools, as the whole process then becomes simpler and more natural. Also, it is valuable to have opportunities for conferring on the spot with the teachers of these girls whose real problems are often quite different from those which appear in the classroom.

The method of the examination that we use is to meet the pupil informally, the introduction including some general statement as to the purpose of the examination, and the implication is often given that since the doctor's time in the school is limited, and, therefore, all students cannot be seen by her, it is a special advantage to those selected. In other words, we try to prevent any feeling that a special examination designates one as peculiar, and we think we succeed, for it is a rare exception if a girl fails to give good coöperation.

An important part of the examination is a detailed account of the family and home situation, with the girl's reactions to her parents, her brothers and sisters, her school experiences. We want to know also where her interests lie, whether in books, music, sports, domestic arts, handwork, or chiefly in "having a good time." We get an idea of her general physical condition, including previous illnesses, operations, accidents, tendency to headache. We question her about her hygiene of living, such as habits of eating, tea and coffee drinking, sleeping. We get an idea regarding her nervous stability, from finding, for example, if she has had convulsions or St. Vitus' dance; whether she is excitable, easily frightened, possessed of a violent temper; whether she is a nail biter or a sleep walker; whether in times of stress she becomes nauseated or develops a headache.

Following this inquiry a physical examination is given for the purpose of finding if there are conditions which need attention. Then comes inquiry into mental processes; we ask about the mood, whether phlegmatic, happy-go-lucky, depressed, elated. We seek to know how great a part imagination plays in the girl's life; how much she day dreams, and if she does, to what extent a phantasy life encroaches on reality. We try to get at causes of sensitiveness, of feelings of inferiority, of "being different," or of being discriminated against.

We question regarding the presence of fears and compulsive ideas. We wish to gain an idea of the girl's instinctive needs, her affections, her sources of satisfaction. We want to know her ambitions, her plans for the future, in order to see if they are practical. In this connection we take into consideration the findings of the psychologist, and the scholarship record, and the presence or absence of talent which her class work has brought out.

On the basis of positive things, which all this examination reveals, a plan is suggested for each pupil, and, of course, these plans are essentially individual. They may be concerned merely with a temporary change of program, or a radical change of course, or extra help with a difficult subject. The lack of understanding or of sympathy on the part of a member of the family may call for an interview in which one seeks to interpret the child to the parent, or vice versa. Additional recreation of a special type may be indicated, or companionship for a shy, lonely girl who broods over her unpopularity. Special consideration may be asked of teachers for girls who overcompensate for timidity and painful self-consciousness by quick rather than thoughtful answers, or for those who can never bring themselves to take any voluntary part in class work. One wonders how teachers of large classes are able to individualize their pupils at all and it is not strange that these difficult adolescents are often not understood, that they need to be interpreted to their teachers, as well as to their families. There may occur in our plans suggestions for physical betterment that may be undertaken in the school, such as correctional exercises, or extra food for malnutrition children, or we may attempt to develop more intangible things, such as an ethical sense, a more responsible attitude, self-confidence based on achievement, or a better realization of personal assets. We know that much energy is lost through inhibitions and conflicts of an emotional nature as well as by the lack of harmony between ambition and capacity for achievement. Therefore, it is absolutely essential that the child's inner life be reached if we are to understand and plan wisely.

In two high schools we held case conferences, which were attended by the teachers and advisers interested in the girl and also by representatives of various social and religious organizations working with adolescents. There were several objects in view in holding these conferences. We wanted to present cases in their entirety so that the teachers might look beyond classroom behavior in their understanding and treatment of problem children. We wished to help teachers to recognize early signs of nervous and mental illnesses, as well as to realize that certain personality traits that are actually or potentially serious may be checked or modified if detected early. Other reasons for these conferences were to bring together for concrete application the resources of the school and the community and

to get from diversified points of view expert help for our problem girl.*

Helping Teachers to Understand the Psychiatric Approach.—During the time that she was serving the high schools, Dr. Bingham gave addresses to groups of teachers. Sometimes these groups were composed of the entire teachers' meeting of the high school. Sometimes they were special study groups of educators working on experimental methods in mental testing, character education, and school progress. The objective attitude and the psychiatric approach are needed for understanding and dealing with all types of students, superior, average, dull normal, to aid in the formation of right habits of thinking and feeling.

All that has been said applies equally to boys. An adviser of students in one school says that more problem boys than girls are sent to her, and in dealing with them she has received valuable help from getting a psychiatric viewpoint.

This help must be given only by people with medical and psychiatric training. The experience of the psychiatrist in dealing with the mentally sick makes it possible for him or her to recognize early danger signs that are not obvious to the untrained observer, but which when found indicate pathological mental processes. These are discovered through studying the behavior of the child, learning the mood, getting the modes of reaction, listening to spontaneous talk, and drawing the individual out so that she reveals her perplexities. Only after the psychiatrist has obtained this intimate knowledge of the individual is he in a position to plan constructive treatment.

A sixteen-year-old girl was referred because she had attempted to cut her wrists, supposedly with suicidal intent. She was a neurotic child, with a pronounced inferiority feeling. This probably originated on a physical basis, as muscular weakness following diphtheria necessitated the wearing of braces when she was small. She felt that she could not run and play like other girls, that she was clumsy; and she dreaded ridicule to a morbid degree. She avoided competition where she would appear at disadvantage, and when she entered high school, physical training was dreaded, because she feared physical injury and also failure and ridicule. She cut classes to such an extent that she knew her parents must soon hear of it, and she felt she could not face her father's displeasure. Perhaps even death was preferable, she thought. At any rate, she might become an object of interest and

* *High Points*, May, 1924, p. 13.

pity. The whole situation was talked over with her, including an analysis of the development of her fears, and the need stressed for gaining ascendancy over them. Long and valuable interviews were held with both of her parents, who gratefully promised to cooperate. Her physical training teacher gladly gave her special attention until she gained enough confidence so that she voluntarily took the once dreaded exercises. Since then, there have been no further complaints of her conduct in school and her work in all subjects has improved.

An examination was requested for an attractive fourteen-year-old girl because she seemed nervous and unhappy and reported having done automatic writing. She was an orphan living unhappily with paternal uncles, who compelled her to give up one pleasure after another. Her mother, whom she idealized, had died in a hospital for the insane. This child was naturally nervous and sensitive, and because life was so hard for her she found her phantasies a great resource, and came to depend on them more and more. Shortly before we saw her she had been feeling quite disturbed because told that she must leave school, almost her last pleasure, in order to do more work in her uncle's bakery, which she hated. When trying futilely to do French exercises she found herself writing automatically what she considered a reassuring message from her dead mother. Certainly, her conflicts and yearnings were reaching a pathological expression and we recognized the serious possibilities. We were not able to persuade her relatives to leave her in high school, but in order to insure for her encouragement and recreation we brought her to the attention of teachers in a continuation school, as well as to the Protestant Big Sisters. This girl regarded those who interested themselves in her in high school as very real friends and came back to see them sometimes. After a while she asked for an office position, which was procured for her and which proved a happy placement. She now seems quite normal and adjusted.

Among the first girls seen in Washington Irving High School was one who was referred for what her teachers considered a speech defect, but who was found by the psychiatrist to be a case of dementia præcox, with definite hallucinations. She was in the dressmaking course and received passing marks in that, but she took little or no part in oral class work. She might easily have been sent to a hospital for the insane, but since she presented no dangerous symptoms, did not disturb classes, and was evidently getting something from school, we resolved to let her stay on, for we realized that her interest there was her strongest link with reality and that, consequently, it was to her advantage to have every effort made to foster such interest. Each term her new teachers were told about her, so that they might understand her better, and she was finally graduated from the dress-making course.*

* *High Points*, May, 1924, pp. 15-16.

She went to work in one of the needle trades in the establishment of a relative. Her family has been helped to understand her condition, and, with a sheltered environment at home and at work, she may be able to get along without hospital care.

NEED FOR VISITING TEACHERS IN HIGH SCHOOL

Advisers of individual boys and girls feel at once the need for a visiting teacher to make the revealing, understanding contacts between the home and the school. Deans and advisers, who may be averaging eight hours a day of work in the school, have not time for the amount of home visiting needed. Such visiting, too, requires the training and understanding of the psychiatric social worker. It has become a specialized service. The high schools have plenty of cases for full-time positions for such a trained worker. It is possible for her to adjust many difficulties herself. She should have had the training that enables her to do follow-up work on the recommendations of the psychologist and the psychiatrist. It is not enough for the parent to be interviewed in school. The school needs the complete picture of the home, the neighborhood, and the out-of-school contacts to understand the boy or the girl. The school visitor is a very necessary social worker in the welfare service given by the psychologist, the psychiatrist, the vocational counselor, and the adviser or dean—as much a specialist in her field as the others are in theirs. This is not an Utopian dream. At Washington Irving High School, over a period of eight years, a limited amount of the service of all these experts has demonstrated definitely that such social welfare service is needed in high schools to save waste in time, in money, and in lives of boys and girls.

THE DEAN'S NEED OF SOCIAL WELFARE AGENCIES

When the dean begins to make scientific studies of the needs of her welfare cases, she has to know those well-organized social welfare agencies in her own community that will give the aid that the school cannot

furnish. She must have a complete list of these agencies, with the specific functions and activities of each. She needs to be able to find out quickly whether a given organization serves only Catholics or only Jews, or is non-sectarian. Will another serve colored girls as well as white ones? Does this agency work only with delinquent girls? Where, then, may help be secured for a girl who shows only the first symptoms of possible delinquency, and who needs preventive measures immediately? Which agencies specialize in family case work and which in child welfare? Where does one take the girl under sixteen and where the girl over sixteen? The dean should equip her office with this information as soon as possible, so that it can be quickly available when an emergency requires it. Even with printed information on file and a card index of her own assembling, it will take some experience with individual situations before the dean is perfectly familiar with just which agencies will offer the most efficient aid in the varied problems of her students. The work of a few social agencies will be described briefly, merely to illustrate some of the contacts a high school may have.

The Bureau of Attendance.—One of the first groups of workers with whom the dean comes in contact is the group of attendance officers. These officers are of great service to the high schools in following up absent pupils and in enforcing the school attendance laws. They call at homes to secure information for the school and to explain the requirements of the law and the school to the parents. They call at the school to report on visits paid the homes and to keep informed of the truant's behavior and attendance. An attendance officer sometimes finds, and returns to the custody of home and school, a runaway girl whose disappearance has baffled police and parents. Someone within the school must make the reports of absence to the Bureau of Attendance and confer with the attendance officers when they call at the school. This person may be the dean. If this work

is delegated to someone else, the dean will still have many interviews with attendance officers about students who have been referred to her for other reasons than truancy.

Big Brothers and Big Sisters.—The organizations of Big Brothers and Big Sisters furnish some assistance for high school boys and girls. They maintain offices and a staff of social workers and help to make adjustments without referring the case to the court. One day Sarah, a bright little girl of fourteen, went to the dean with the question, "Where shall I go tonight? My father says I must not come home again." It was three o'clock and late in the fall. Together Sarah and the dean went to the Big Sisters. They were sent to a family placement office of a well-known social institution. Together they sought out the family in the upper part of the city, buying overnight necessities on the way. The Big Sisters investigated Sarah's home and heard her father's unreasonable complaints. They summoned him to a conference at their office with Sarah and the dean. Sarah was obviously intimidated by her hot-tempered, exacting father. Threats of arrest and the court finally gained some concessions from his stubbornness. Sarah was away from home for four months before the strong arm of the Big Sisters' organized power controlled her father and made it possible for her to return to her home and to the mother whom she dearly loved. She attended school regularly from her temporary home and received at the dean's office clothing brought by her brother, and there, too, she met her mother occasionally. The Big Sisters had an authority and power over the father that the school could not assume or enforce.

The Big Sisters are able to investigate cases and advise parents and teachers whether or not the case must be given to the court. A mother came to the dean to complain of the disobedience of her daughter. She wanted to report the girl to the court and "have the judge put her away unless she can behave." It seemed advisable

to have someone investigate the mother's charges and advise her and the girl. The Big Sisters received them and settled the differences without taking the girl to the court. In another case several elementary school children were involved in moral delinquencies as well as the high school girl, and the Big Sisters referred the case to the court to prevent further damage to other children.

The United Hebrew Charities.—Excellent coöperation has been given by the United Hebrew Charities, now the Jewish Social Service Association. One studious girl with superior intelligence was allowed a weekly scholarship from their scholarship fund during her high school course. She had no father. Her mother could not earn any money. Her sister earned \$12 a week when she was well enough to work. Her brother was too young to work. Rosette was frail and had been tubercular. Through the funds supplied to the home and the financial and medical assistance given to Rosette, she was able to complete the academic course with high ratings and greatly improved health. Without the help and supervision of the United Hebrew Charities for six years, this girl of superior intelligence could not have been prepared to take the good position she now holds. She is trying to complete her college course in evening classes. The scholarship funds of the schools cannot carry the support of a family or even give a weekly scholarship to one student over a period as long as the whole four-year course. When extreme poverty in the home is the chief menace to school success, a socialized charitable organization is needed to make the investigation, supply adequate funds, and carry on long supervision through trained social workers. The dean may be invited to confer with a committee of the United Hebrew Charities upon the adjustments to be made for a girl in her school. It is their practice, also, to have the social worker who is in charge of the case call at the school to give the dean information and to secure her coöperation.

The Hebrew Orphan Asylum.—The Hebrew Orphan Asylum places its older girls in carefully selected homes and sends them to high school. An especially assigned supervisor at the orphanage keeps in touch with the school records of these students, and the dean confers with her when any one of them shows the need of special supervision and advice. The dean coöperates with the worker by finding recreational activities in the school for these girls.

The Catholic Charities.—Angeletta was a pretty, timid little girl when she entered the high school at twelve years of age. Her mother had died two years before. A kind friend took the baby to her home, but Angeletta, her sister two years older, and her brother nine years old lived with their father. An accident placed the father in a hospital for six months. The three children lived during that time alone in their tenement, under the supervision of the visitor of the neighborhood Catholic Church. When the father left the hospital he proved to be unable mentally to continue his work or to take care of his family. The Catholic Guardian Society placed the girls in suitable homes, where they could earn their board. Angeletta remained in the day high school until she was fifteen, but the demands of her foster home for daytime service made it seem advisable to allow her to complete her course in the nearby evening school. In her case, it seemed better to adjust to the good home in which she had lived happily for nearly two years than to risk a change in her home in order to keep her in the day high school. In the year after this change was made, Angeletta gained in weight, growth, maturity, and poise. She seemed to be well adjusted in her daily life. Angeletta's home presented difficulties that the school had no power to adjust, but her teachers and the dean were able to keep in constant touch with the social workers of the Catholic Guardian Society and to help Angeletta by their friendliness and understanding through the most perplexing years of her young life.

The Church Mission of Help.—One afternoon a girl was referred to the dean by an interested friend of the family as having a home that menaced her moral safety. The situation seemed to need prompt investigation, so, together, Lucy and the dean went to the nearest office of the Church Mission of Help. For two years the social workers of this organization followed Lucy's needs until she was able to leave school and go to work. One of these workers won so much gratitude and affection from Lucy that when the worker was ill in the hospital Lucy went to see her and carried flowers to her.

The Girls' Service League of America.—Since 1921, the Girls' Service League of America has given the services of its psychiatrist and a social worker for a limited time to six of the high schools of New York City in the belief that preventive measures should be used when the first symptoms of possible delinquency appear. This work has already been explained. One high school girl was given a long period of treatment and training at Hillcrest Farm, a training school for girls conducted by the Girls' Service League.

Special Placement.—When a high school admits students who are blind, lame, or otherwise especially handicapped, someone must secure the assistance of whatever outside organizations are needed to help with their maintenance in school, their physical care, and later their placement in positions in which they can make the best use of their abilities. If there is no vocational counselor to do this, the dean will have to secure the information she needs to give these special students the best care, supervision, advice, and placement that she finds possible in her community.

The Bureau of Vocational Service for Juniors.—In New York City one privately supported charity takes the form of a Bureau of Vocational Service for Juniors. This bureau has, as one of its activities, a scholarship department. This department has a fund for granting about

one hundred school scholarships and supplies the services of a psychologist and a scholarship counselor to handle the work. Boys and girls who have the general intelligence to profit by attending high school are assisted to complete their courses. Thorough social work is done for those who are accepted as their charges by this bureau. Someone within the school keeps the bureau informed upon the progress of these scholarship students throughout their courses. This person may be the school vocational counselor or the dean. Such a vocational service for juniors seems to be an indispensable kind of social work if those children whose homes cannot supply sufficient money to allow the children to complete their schooling are to have a fair opportunity to secure an adequate preparation for life.

Women's Clubs.—In some communities women's clubs and university clubs devote specific work to the needs of high school students. Some raise money for scholarships to be given to gifted high school graduates for courses in colleges. One college club has a junior club for high school girls. Inspiring speakers are secured for the meetings of this club. The girl members learn under the supervision of their elders to be graceful hostesses to guests at the reception that follows the address. Another college club arranges with the dean for a series of speakers each winter to address the girls in high school assemblies or at special teas. Such women's clubs have a wide opportunity to assist high school students in a great variety of ways.

Results of Good Coöperation of School with Social Welfare Agencies.—When there is good coöperation between the school and the social welfare agencies, the progress of the child through school is doubly safeguarded. If the dean is fortunate enough to be the one who meets the social workers and aids them in serving the individual student, she gains a great deal of practical knowledge from their experience in social work and from getting a better understanding of the special needs of her students.

FRIENDLY CONFERENCES

Many friendly conferences will always come to the dean without her seeking them. The girl who says to her, "May I tell you something?" may reveal in her narrative the need of the psychologist, the psychiatrist, and the home visitor to meet the emergency adequately. Perhaps a stricken conscience lies behind the introduction, "Are you very busy now? May I ask your advice? I want to tell you that I have been cutting classes. What shall I do about it?" Sometimes the problems are puzzling to the inquirer but easier to answer. "Rose says a girl bows first to a boy. I thought she should not notice him until he has bowed to her. We had an argument about it. Which is right?" Countless requests to "talk it over" arise out of the taking of responsibility by the students for the right participation in the management of student government and extra-curricular activities. Some of the dean's best opportunities for helping girls to make good social adjustments are presented in these informal friendly conferences.

It may be advisable for a time for the dean to have a friendly talk at the beginning of the term with all those students who have had an unsatisfactory average in conduct at the end of the preceding term. If she follows up this conference by noting the next conduct average of each of these students and sends a letter to each, appropriately worded to praise "A" or "B plus" or "B," a very great improvement in conduct may be secured. The very few who again have the unsatisfactory "C" may be interviewed, perhaps this time with the parent present. It is advisable for the dean to know who the persistent offenders are, so that she may use all possible means to secure permanent improvement in their behavior.

THE DEAN'S PREPARATION FOR WORK WITH INDIVIDUALS

Personal conferences reveal to the dean at once her need of some specialized knowledge of vocational coun-

seling, psychological testing, the principles of psychiatry, the new social psychology, sociology, and family case work. If possible, she should take courses in these fields. When that cannot be done, she should read the best of the latest books on these subjects. She cannot fit herself to be a thoroughly trained vocational counselor or psychologist, or psychiatric social worker, of course, but she should have sufficient knowledge in all these fields to be able to seek the service her school needs from these experts. An individual child should not be left unaided because the dean cannot recognize the problem, or does not know the value of the experts and where they may be consulted, or cannot understand the significance of the expert's recommendations. Lists of books are now available, carefully selected by the specialists themselves. Deans, every day, both in college and in high school, need this knowledge. When a college finds that it requires on its staff a dean, a warden, four class deans, five physicians, a doctor of education as personnel director, and consultants in orthopedics and in mental hygiene in order to give adequate care and advice to its carefully selected body of 2,000 students who come from good American homes, there can be no doubt of the need in a public high school of the services of a dean, a vocational counselor, a psychologist, a psychiatrist, a case-work visitor, a nurse, and physicians for boys and girls in the difficulties of adolescence who come from homes of every kind. Such a staff of workers is necessary if a high school is to function adequately in its service for the people's children.

CHAPTER VI

RELATIONS WITH PARENTS

COÖPERATION WITH PARENT-TEACHERS' ASSOCIATIONS

Through her coöperation with the parent-teachers' association and the mothers' clubs of her school, the dean has opportunities to help the community to understand the school. The aims of such parents' associations are, in general, to understand the school and to help other parents in the community to understand it, to learn about the best educational movements and to support them in the community, and to serve the best interests of the school by their influence, their gifts and their coöperation with the principal and his teachers. In the parents' association the teachers gain a broadening knowledge of the community, its homes, its hopes, and its needs. There they find opportunities to win the confidence, coöperation, and support of parents before any difficulties have arisen requiring personal conference over an erring child.

Study Groups.—In some schools, mothers' clubs gather regularly to study under competent educational experts such subjects as the Dalton plan, opportunity classes, the junior high school organization, progressive methods of teaching, the educational value of extra-curricular activities, the psychology of adolescence. Regular meetings of the teacher of one grade or subject with a special group of mothers establish a sympathetic acquaintance and help the teacher and the mother to work together for the benefit of the individual child. Such groups of parents also meet at the home of one of their number and arrange for special lectures by an expert in some new field of child study. Through the coöperation of

Columbia University and the National Committee for Mental Hygiene, one such group of parents in Brooklyn had six lectures by a psychiatrist on "Problems of Adolescence and of the Smaller Child."

Social Groups.—Parents' associations frequently organize social opportunities for their membership and for the community. Evening meetings for fathers and mothers together may have social as well as educational aims. Community center evenings of good entertainments, plays, movies, concerts, may be furnished in the school building under the auspices of such an association. A dancing class with a competent instructor may help to establish social standards that will enable parents to be better social guides for their adolescent sons and daughters.

Service to the School.—Some parents' associations give financial aid to the schools for items not included in the budget of the school authorities. Scholarships are provided to enable worthy students to complete high school courses and sometimes a college course. Additional books for the library, furnishings or a piano for a social room, or some especially needed equipment for shop work or special classes may be given by them. Yet the chief service of such associations to the school lies not in their financial aid, but in their influence in the community in their support of educational policies, in their instruction of parents in the opportunities and responsibilities of parenthood, and in their coöperation with Boards of Education, superintendents, principals, and teachers for the improvement of the schools. Intelligent mothers are needed in the field of education. Such women are now serving on school boards, as superintendents, and as district supervisors. The educational systems of the country should be better for having in their counsels the mother's point of view as well as the father's. The parents' associations furnish an additional opportunity for this.

Success.—The success of parent-teachers' associations depends on several necessary things. The officers need to be wisely chosen, intelligent, coöperative, practical men and women, capable of appreciating the best in the schools and willing to be advised by principals, deans, and teachers, who have had experience with the practical application of educational theories. Their programs should have an educational value for all types of mothers and fathers. At their best, parent-teachers' associations may be a very helpful link between the schools and the community and a blessing to both.

The United Parents' Association.—The parents' associations of New York have formed the United Parents' Association of Greater New York Schools, Incorporated. This association publishes an excellent little magazine, *The School Parent*, for \$1 a year. It is non-sectarian and non-political. It maintains offices and a staff of three secretaries. It serves its associations in the following ways:

1. Provides a field secretary to give expert advice on organization problems.
2. Helps committee chairmen plan their programs and arrange interesting meetings and attractive entertainments.
3. Publishes *The School Parent* and other literature and leaflets on parent association activities.
4. Gives lectures and radio talks.
5. Provides speakers for local meetings.
6. Makes studies of problems affecting the schools and recommends united action on them.
7. Acts as a clearing house between the associations and the Board of Education; and between associations.
8. Serves as an information center on public education, child training, and related subjects.*

How Can Parents' Associations Make the Schools More Efficient?—The executive secretary, Miss Maria Ward Lambin, writes as follows in answer to the question "How can parents' associations make the schools more efficient?"

* *The School Parent*, Vol. 4, No. 6, p. 2, Feb., 1926.

Not merely by virtue of being made up of parent members. Not merely by virtue of close contact with the school activities as individuals. Not merely from personal study of the school problem. One person alone can do practically nothing. Parents' associations can be of service in making the schools more efficient only if they apply themselves as groups to scientific study of the problem of education, if they take advantage of modern knowledge about the child and his needs, and correlate this information. In addition to learning what education *ought* to be and *ought* to accomplish, parents' associations have to understand something about the demands of the city as a whole, and be able to judge the value of their suggestions in relation to the needs of the entire system.

The meaning of such a program is twofold. In the first place, it means that the associations must take stock of their activities. These must be directly and specifically concerned with the school and the home. Monthly meetings and programs should be devoted not only to the discussion of local school needs, but to talks by educators on progressive education, by child-study experts on the best method of building good habits and happy attitudes of mind. They should discuss the principles and purposes of junior high schools, vocational guidance, visiting teachers, continuation schools, habit clinics, and experimental schools. Then it would follow that members of parents' associations would be the citizens in the community best informed about public education.

With such knowledge of local needs and of educational policy, the association would be in a position to offer intelligent advice about local problems and to take part in conferences on city-wide programs of education. Such informed citizen opinion is the only kind that can be really helpful to educators and administrative officials.

It is impossible for local associations to educate themselves and give the service to the city administration that it needs if they divert their energies to unrelated welfare and cultural activities. They must concentrate on the school child's needs and problems and leave to the 2,000 social agencies in New York their special field. Parents' associations have an unique service to render in New York City which no other organization can give.*

Recognition by the Superintendent of Schools.—In recognition of the need of an official link between the office of the Superintendent of Schools and the United Parents' Association, Dr. William J. O'Shea, Superintendent of Schools, appointed Dr. John P. Conroy, President of the Association of District Superintendents, as liaison officer, at a conference in December, 1925. A few days after this

* *The School Parent*, Vol. 4, No. 6, pp. 6-7, Feb., 1926.

conference, Superintendent Grady, who first suggested such a liaison officer, included the following section in his regular Memorandum for Conference of Principals in his districts:

Parents' associations are of value if not used either for the exploitation of the principal of the school or of ambitious persons in the local community. Such associations appear to have special value in neighborhoods containing a foreign population. Such organizations are no substitutes for the multiple contacts now made in well-organized schools through Open School Week, child-study chapters, home visitation, visitation of parents representing grade groups, visitation made in connection with health programs, etc. Parents' organizations can give intelligent and helpful coöperation in connection with securing improved school accommodations, supporting school policies, such as junior high schools plan, moral instruction, transfers required by the organization of new schools, proper use of playgrounds, increase in the number of teachers in the grades, increased salaries for teachers, etc. On the other hand, care should be taken to avoid possible abuses, such as political activity, interference with school administration, misuse of funds, excessive demands upon schools for entertainments, and the converse evils of excessive demands upon parents' associations for financial aid. Please give the matter careful consideration. Whether or not you initiate or maintain a parents' association or its equivalent in the form of child-study groups, do everything in your power to maintain continuous contact between the school on one hand and the individual parent and the community on the other. Moreover, advise parents' associations to join the United Parents' Association in order that they may avail themselves of the advice and guidance of the central body.*

Joint Meeting of National Parent-Teachers' and Deans' Associations.—At their annual conferences, the National Congress of Mothers and Parent-Teachers Associations and the National Association of Deans of Women held a joint meeting in Chicago, in 1924. Speakers were provided by both associations. One of the most valuable addresses of the entire conference on "Mental Hygiene—One Aspect of Education for Parenthood," was given by Miss Alma L. Binzel, who lectures as a specialist on "The Mental Hygiene of Children."† Another lecture

* *The School Parent*, Vol. 4, No. 6, Feb., 1926.

† Eleventh Yearbook, National Association of Deans of Women, 1924, pp. 32-44. (Miss Binzel's lectures are under the management of Miss Delia G. Ovitz, 748 Maryland Ave., Milwaukee, Wis.)

was given by Mrs. Edith C. Bristol, then a high school dean, on "How the Dean Can Promote Closer Relations between the School and the Community," in which she explained her work with the parent-teachers' association of her own school.

The Dean's Part.—The dean may be the one in the school to help with the organization of the parent-teachers' association and the mothers' clubs. Her work may be executive and advisory. She may be the one to represent the school in arranging for meetings in the school building, in advising about programs and speakers, and in explaining the point of view of the school on many questions. It may be her opportunity to start a mothers' club, from which a parents' association for the whole school grows. The dean needs the confidence and support of parents in the varied departments of her work. She should welcome every opportunity to become acquainted with parents and to understand their wishes for their children, their needs, and their points of view.

FRIENDLY INFORMATION TO PARENTS

A considerable amount of the dean's time is given to seeing parents who call at the school for information and advice about their children's problems. A big policeman steps in "to find out how Mary is doing in school." Another father comes "to talk over Angelina's failures." A mother seeks advice about "what subjects Agnes should take, as she has failed again in algebra. Should she change now to the commercial course?" An anxious father with nine children at home wants his Antoinette "ready to earn her living soon. The academic course is too long. May she take dressmaking instead?" A widow with three gifted children to educate and only a widow's pension for the family budget wants to know "if there is any way for James and Anna to go to college in the fall." Some come to ask for the aid of school scholarships, others to refuse money but to ask for "work Ida can do after school." With the information to be

secured from the permanent record card, the reports of the psychologist and the psychiatrist, if needed, with all the resources of the school and the community that she can secure, the dean tries to understand the parent's problem and to give as reliable advice as possible. These apparently simple requests frequently reveal conditions in the life of a girl that need much study and adjustment as long as she is in school.

Advice about the Problem Girl.—Occasionally, the parent's confidence reveals a far more serious situation. The anxious mother confesses that "Sylvia has been staying out half the night with boys and girls who are rough. Sylvia will not listen to her mother but just tosses her head and says she will do as she pleases. She ran away from home once and stayed away three days. Will the teacher talk to Sylvia and try to make her obey her mother?" It is not the province of the school to assume responsibility or follow up delinquencies of such a nature in the community, but the mother may be advised about the social agencies that will assist her. Such a girl sometimes needs the supervision and authority of an officer of the Bureau of Attendance, or of the Big Sisters, or of the Girls' Service League. The dean may need to go with Sylvia and her mother to one of these agencies to be sure that Sylvia is placed under proper authority. "The boys and girls who are rough" may be a menace in the community, requiring an expert social agency to control them. While mother, dean, and social workers try to keep the girl from becoming "a court case," if possible, there may be no other way to check a social evil that concerns a group of boys and girls. The dean may need to follow the case unofficially through the court and to have conferences with the probation officer if the girl returns to school. As long as such Sylvias remain in school they will need supervision. Very few such cases, however, come to the knowledge of the school, even in very large cities. The dean may do something to prevent delinquency by recognizing early symptoms in truancy,

lack of interest in school work, conspicuous dressing and use of cosmetics, revealing behavior, and by removing them with personal advice, wholesome recreation under supervision, and friendly explanations to parents.

OPEN SCHOOL WEEK

The school finds it difficult to get any considerable proportion of parents to see its activities during regular sessions. To make such visits easier and more attractive for parents, Open School Week has become a national custom. Invitations are extended for a definite date and opportunity. Welcoming committees of student officers and teachers greet the visitors at the door, give them printed schedules of interesting features, and start them on their way until their own sons or daughters meet them and serve as escorts. Teachers are ready to receive visitors and explain work. Some parents do avail themselves of this opportunity, but so many do not come. There are reasons. Many parents are foreign; the families are large; the mother may work; the public school, which the mother visited often, is near the home, whereas the high school is too far away and in an unfamiliar part of the city; and more frequently than teachers realize, a mother is prevented from coming by a daughter who is ashamed of her mother's foreign speech and appearance when compared with her teachers' American ways. Other parents are just "too busy."

The effect of a visit to the school and of the friendliness of the teachers is so marked in the work and attitude of the boys and the girls that one longs to have every parent visit the school. The parents need to see the splendidly equipped building, the happy faces of busy workers, and the great variety of approved activities of school life to understand the interests of their boys and girls and to keep in touch with their work and their play. The parents who sacrifice so much for the education of their children should see something of the process at work, if they are to feel that the burden is worth the bearing. They are called upon to sign reports, notes of excuse, and permis-

sions about many matters and they need to understand the significance of these papers and to feel assured of the genuine interest and friendliness of the teachers who send them. Teachers, too, receive very great benefit from meeting the parents of the boys and the girls whom they teach. They understand each one so much better after they have talked with the parents. There is no doubt of the value to the home and to the school of having parents see the school in session. Parents should feel free to visit a school at any time. How can they be persuaded to come? This is one of the problems of school life.

ENTERTAINING GROUPS OF MOTHERS

Teachers may arrange to entertain mothers of groups of students at other times of the year than Open School Week and get a better proportional attendance. The art department may invite them to a tea or to an art sale of students' work. A club may be "at home" to mothers for a luncheon or an afternoon party. The dean may have a share in these events and meet mothers. She may arrange with a group of her student officers a Mothers' Day Party. At one such party each officer of the Governing Council invited her mother, or a near relative if the mother could not come, and one teacher. The dean and the principal were the only other guests. Simple refreshments were served in the students' club room. A white carnation was given to each mother by her own daughter, and one chosen representative made the presentation speech—a natural, simple, sincerely affectionate speech that had been presented for group approval with the shy words, "I wrote what I want to say to my mother, but I don't know whether I have said what you want me to say to your mothers, so will you tell me, please, whether you want any changes in my speech?" It was a tribute to her love and sincerity that no changes were suggested. Another representative introduced the second presentation of a rose by each girl to her teacher. Then mother, teacher, and girl went through the building together,

talking in happy sympathy of many things. When they met again in the students' club room for a brief rest before leaving, one mother said, "I never supposed I should have such a good time. Why, I have enjoyed it as much as if I'd been to the theatre." Making much of mothers when they do come to the school, for whatever reason, speaking appreciatively of mothers' advice, experience, and ambitions for their children's good, may help to overcome the sense of shame and the girl's feeling that parents do not understand. Teachers' evaluations are respected, and, after a friendly meeting of mother and teacher, one often sees a girl's whole attitude change toward her mother.

It is a help, too, for parents to be invited to share with teachers responsibility for chaperonage at school dances or other functions. It is wise for parents to understand the opportunities for wholesome recreation that such supervised activities give. It is wise, too, for them to see the dangers and to help to safeguard their sons and daughters. Parents should assist the school in its efforts to supply occasions for the right kind of recreation for boys and girls. The dean should remember this and plan tactfully to have some parents present at as many school events as possible.

INDIVIDUAL CONFERENCES WITH PARENTS

In a high school of any size, it must be someone's duty to send for a parent, when some specific situation requires an opportunity to talk things over. If there is a dean of girls, this duty will probably be delegated to her for the girls and, in many cases, for the boys, too, if there is no dean of boys. When parents are sent for, they arrive at the school startled, anxious, with a slightly hostile attitude, on the defensive, ready to resent criticism of their child, and sometimes even prepared to conceal facts for the sake of family pride. The dean must realize how the parent feels and overcome this hostility, if possible, by the use of all her tact, her knowledge of human nature, and her judgment, to secure faith in her desire to help

both the parent and the child and in her deep interest in the child's welfare. Genuine sympathetic understanding and kindness will usually change antagonism to interested attention and finally to trust, coöperation, and comradeship in the service of the child. Both parents and teachers love children and want what is best for them. Love and kindness are understood in spite of foreign languages, although there may be uncertainty as to what is right and what is best. The parent was confused indeed who said to the principal in behalf of her daughter, "Give me a diploma to show to her uncle. He paid the money for her to go to high school. We cannot tell him she did not graduate." The dean will need to use all her experience, scholarship, and training to see clearly and understand fairly the parents' points of view, for parents vary as do their sons and daughters. She will need to be careful to support the parents' advice and authority, as far as possible, especially with the daughters who are ashamed of their un-Americanized foreign parents. The dean sends for the parent in order to explain facts in the daughter's school life with which the parent may help. An objective attitude, fairness, firmness, and frankness, expressing a real desire to help the child to a better adjustment, usually secure their best understanding and support from all types of parents.

The Dean's Aim in Conferences with Parents.—In sending for parents the dean aims to interpret the child to the parent in the light of her reactions in school and to help the child to make the best possible adjustment for her whole life. The dean must seek the causes of the maladjustment. She needs to understand the child, the parent, the school, and the relations of each to the others. When parents accept advice, they do so because they have trust and confidence in the knowledge of the adviser. "You know what is best. I will do whatever you say," so many parents agree.

The Aim in Discipline Cases.—In cases beginning in discipline reports from teachers, understanding and ad-

justment are imperative and punitive measures for specific offenses are very rarely of value. Wrongdoing brings inescapable consequences that are usually about all "the punishment" that is needed. Individual treatment is required for each case, for no two are exactly alike. Take these three cases of theft, for example.

1. For half the term small sums of money had been missing from girls' purses in a recitation class. Altogether \$20 had been taken. Finally, one girl was seen taking money from a purse. She was a little cretinoid type of girl, so small she had been much petted by the other girls. She was seventeen and a half years old and had the intelligence of a high-grade defective. She had not shown enough ability to pass in any first term high school subject. Her mother was sent for before Lucy was interviewed by the dean. The mother was well aware of Lucy's physical and mental deficiencies. She saw at once the danger of keeping Lucy in an environment that was too difficult for her. She agreed that it would be best to keep Lucy at home, teach her the value of money, and such housekeeping and sewing as Lucy could do. The mother and attendance officer agreed that Lucy would be safer at home than in a continuation school where there were boys. When Lucy saw the dean to say good-by she showed a slight uneasiness, but no allusion was made to her stealing. It was a relief to see that she would have the watchful care of an understanding, capable mother.

2. Vincenza had been examined by the psychiatrist because she had symptoms of glandular imbalance and was failing in the dressmaking course. She was large, stout, clumsy, childish, indolent. One day Vincenza was taken to the dean because she was wearing a scarf she had stolen from a wardrobe the previous term. Her father was sent for and again advised to place Vincenza in the Neurological Clinic for examination and treatment. The possible relation of her stealing an article of adornment and her unhappiness over her appearance was explained to him. Her father admitted that he was

afraid to have Vincenza go to a clinic "because he knew a woman who had died from losing thirty pounds in a short time." He did promise, however, to consult his family doctor about Vincenza's condition. A few months later a girl was reported as wearing a black velvet jacket another girl had lost in the sewing room. Vincenza was the girl pointed out to the dean as wearing the jacket, but when Vincenza was sent for she came to the dean's office without the jacket. "What have you done with the jacket you were wearing this morning?" the dean asked. "I hid it," was the surprised answer. "Take me where you have hidden it," was the abrupt direction. Together they went to the radiator on the third floor, behind which Vincenza had stuffed the velvet jacket.

Again the father came and again clinical treatment was advised. This time he promised to take her to the clinic. Since Vincenza was beyond the age required for school attendance, he decided that she should remain at home where they could watch her. But Vincenza called to see the dean some months later and said happily that she had lost ten pounds but that she had not been to the clinic, as their family doctor was treating her. Some reasoning about honesty and dishonesty was tried after both of her thefts but Vincenza was dull, as her methods show. Medical care and parental watchfulness will be needed to keep her from delinquencies.

3. A third girl was reported to the dean for stealing articles of food from the lunch counter and hiding them in her sweater and pockets. When she was questioned, she admitted the stealing at once. "I saw other girls doing it and did not think that it was very dishonest. I don't have much money for lunch and I wanted cakes and chocolate." A sense of guilt seemed to overwhelm her, after she saw how dishonest such stealing is when one thinks about it. As swiftly as confession came repentance and desire to help another girl stop it who had been stealing too. So earnest was she in this that of her own accord she went upstairs, found the girl, persuaded

her to confess, and brought her to the dean. Parents were sent for. One by one Albertine volunteered the logical penalties—her mother must know, payment must be made to the lunch room, a record should be filed in the dean's office, recommendations might be withheld, but she did not ask for any quarter. Her mother said little in the interview except that "Albertine had never done such a thing before." A year passed. The dean met Albertine frequently in the halls, but no occasion arose for conversation. The expression in Albertine's eyes was haunting. It seemed to say, "I can never forget, can you?" Albertine's whole bearing had gradually changed. She was more mature, more self-controlled, more purposeful. The dean stopped her one day on the way to assembly. "How are things going with you, Albertine?" she asked. "Pretty well," was the answer, her eyes appealing. "You will not approve of what I have decided to do, I am afraid. I want to be a teacher." The dean looked into those haunted eyes as she said, "Because of the stealing, you mean? But you have not stolen anything since then, I feel sure. I think you will make a good teacher and I know that you will teach your children to be honest. I shall recommend you."

Relief, gratitude, self-respect, affection flashed into her eyes and the old haunted look was gone. She did not go to training school after graduation because there was immediate need at home for her to earn money, but she returned to see the dean occasionally to report on her positions and her success in business. "Do you know," she said once, "the best thing that ever happened to me was being found out. I am so grateful to you." Neither parent nor dean had much to do with this girl's cure. Her bright mind and sensitiveness saw the hideousness of stealing in a revealing lightning flash of self-realization. Her punishment was self-inflicted and voluntary, and, fortunately, was not too prolonged, although it came dangerously near to being before the dean realized the intensity of the inner suffering.

Types of Discipline Cases.—Certain types of disapproved behavior are so common in youth that they are probably found in every school. Disobedience, impertinence, lawlessness, disregard of authority, truancy, untruthfulness, cutting periods, cheating in work, stealing, reading and passing to others obscene rhymes or pamphlets on sex subjects appear in office reports and in section teachers' records. But a sincere search for the causes of such behavior in each case shows the futility of the usual punitive methods and the imperative need of a more scientific understanding of each boy and girl reported. When the cause is really found and a reasonable adjustment made, a repetition of the same kind of behavior is very rare. This means that the dean must make a careful analysis and study of the cause before she asks the parent to come to the school. After the conference of parent, child, and dean, it is a help in most cases to write a summary of the facts that it is advisable for the girl to remember and a brief statement of admission of the disapproved behavior and an intention to improve, which is signed by the girl and the dean, and sometimes by the parent also. This helps the girl to face the facts squarely and to assume responsibility for improvement. This should be done only when the admission and the intention are sincerely and truthfully stated by the girl. Record of improvement may be added from time to time as a check on further punitive consequences. A discipline report may be ignored after the cause has been removed, improvement demonstrated, and habits of good behavior established.

In Cases of Failure.—Psychological examinations given under standardized conditions by trained psychologists furnish one of the best sources of information about general intelligence that the schools have discovered in recent years. While these examinations are not infallible, the correlations one observes constantly between intelligence levels and success in school subjects lead advisers to the habit of constant comparison of one with

the other. Explaining these intelligence levels to parents and advising them in the light of the comparison between ability and achievement will frequently be the dean's opportunity. Intelligence tests, grading according to ability in subjects, and giving vocational advice to parents belong in the early grades of the elementary school, but until all elementary schools are able to secure this information, a high school is fortunate in having the assistance of a psychologist.

Exact reports, such as the dean receives from the psychologist, should very rarely be given to a parent. Their very definiteness might be misleading. More general interpretations and explanations secure better results; for example:

Alma is taking the academic course and she tells me she wishes to be a teacher. From our studies of her work, her marks, and her examinations, we think she has not the type of mind that does the excellent work in book subjects necessary if one is to be a teacher. She does not care for study, you and she admit. She has failed in algebra, French, and science, with no absence or lack of hours of study. Her highest marks have been in cooking and sewing. She loves both subjects, she says. She seems to be more hand-minded than book-minded. May she take more hand subjects and fewer academic subjects? She will be happier in the future as a good home-maker, a skillful designer, or an assistant dietitian than she will be as a poor teacher. The training school does not like to admit students whose high school work indicates that they do not care for study. Alma will be happier if she takes subjects in which she passes.

Much prejudice must be overcome in the parents' minds sometimes. Their ambitions do not take into account that Alma's head is not like her bright brother John's, who is in college and plans to be a doctor. Neighbors and friends know of Alma's announced ambition to be a teacher. What will they think if she becomes an assistant tea-room worker or a draper at a dressmaker's? Parents will have to learn to study a child's capacities and skills before determining such definite, exacting goals for their future. Family pride needs revamping if the child's life is to profit by a good personal adaptation to employment. Parents need far more advice from the

school in these things than they seek voluntarily. Some need to realize that the emphasis with a dull normal girl should not be upon the acquiring of a high school diploma but upon the passing of subjects carefully selected and adapted to their daughters' abilities for the period that they remain in school. Other parents need to learn that a diploma in a dressmaking, art, cooking, or commercial course is as valuable for their daughters as a diploma from the academic course. They need to realize that there are many subjects that can furnish a good senior high school preparation for life besides those of the traditional college preparatory course. The dignity of all honest work should be food for thought for parents. While college-bred parents shrink from vocational courses for their children, parents who know much of shop work shrink from them too, seeing in a sewing trade only the monotonous, unskilled operations and in cookery only the hard conditions of the cheap restaurant. Both need information about the vocational opportunities open to those who are skilled and well trained for the trades and the scope of the senior high school vocational courses. The dean should make the most of the opportunity any interview with a parent gives her to explain the child's capacities, to furnish information about the subjects taught in the school, and to advise as intelligently as possible about the child's choice of a vocation.

THE RESPONSIBILITY OF THE SCHOOL

It is the responsibility of the school, then, to help the child to make the best possible adjustment to life at school, at home, and at work, and to help parents to understand how to coöperate in accomplishing this. Parents need much more knowledge than interviews show they possess on the laws of health and the physical care of children, on mental hygiene, educational methods and objectives, and vocational opportunities. To meet its responsibilities, the school must use sound scientific methods as sources of reliable information, have experience with many types of students and subjects, call on

persons free to advise as wisely as possible for the whole future of the child, and arrange for frequent interviews with parents to ascertain their ambitions and the child's aims. A school equipped to meet its responsibilities has a chance to send into the community better adjusted and better prepared youth for the rôles of dependable citizens.

THE RESPONSIBILITY OF PARENTS

Although a large measure of parental responsibility is being forced upon the socialized high school because of the inadequacies of parents and homes, parents are held legally responsible for their children and should be required to perform their obligations when it is possible for them to do so. The school has assumed more and more of the duties of parents because teachers feel that children should not be permitted to suffer from parental inadequacy, if there is any way to prevent it. The laws of school authorities require parents to obey them for the good of their children. These laws must be faced from two points of view by parents, for they are planned to operate for the good of their own children and also for the good of the children of other people. The parent misses this who says, "Do this for Rose just to please me," even when such unfair concession would bring condemnation from classmates as unjust. Parents need to become acquainted with the differentiated personalities of their children and to escape the havoc that may result from treating them all alike.

By the time adolescence is reached, boys and girls have usually some definite aims and opinions about their own lives. These may not be in accord with their parents', nor may they be wholly reliable guides for the future, but parents and teachers should not ignore them, but should study them and agree to whatever are retainable. Adolescent children must be guided, but parents and teachers must be careful about forcing and driving them. Both the lack of firmness and the unwise rigidity of parents arise from the same cause—lack of knowledge of

what is best for their children. It is the parents' business to acquire this knowledge and not to leave too much of the work of bringing up their children to the schools. Society is loath to relieve parents of their business of bringing up their own children, but it does feel a responsibility for helping them to perform the duties of parenthood more efficiently, and most parents give constant evidence to the schools that they are grateful for any help with their children that may be given to them. The children are blessed indeed who have intelligent, understanding, wise parents to help them to make successful adjustments to life.

THE RESPONSIBILITY OF THE CHILD

The old saying "You may lead a horse to water, but you cannot make him drink" seems to apply frequently to adolescent youth. It is an age of impetuous starts and stops, of restless bounding forward, of straining in an imposed race to be run somehow. They impress their elders constantly with their need of help to meet life's issues squarely and to deal with them with courage and fortitude. They tend to run away, to dodge, to shirk, to take the easiest road. In their state of egotism they want so intensely what they want that values of right and wrong, fair and mean, true and false become unintelligibly blurred. At times they astound their advisers by their astuteness, their good sense, their vision. At others they fill their advisers with apprehension at their foolishness, their instability, their heedlessness and utter selfishness. Parents and teachers long to keep boys and girls from getting into difficulties, but boys and girls must learn finally to do this themselves. They need wholesome opportunities in school, at home, at work, at play, for spontaneous activity directed toward the welfare of other people to replace their absorption in the gratification of all their self-centered "wants" and wishes. Less self and more service should be their slogan. Even the handicapped must learn to find success bravely and firmly without bearing too heavily on the shoulders of

carrying parents, or dallying through the years of preparation when hard work should be done. Self-pity must be made to yield to interest in overcoming. So many of the dean's interviews with boys and girls center in this getting them to face the facts squarely and make the best of conditions as they are. Youth does not need ease but knowledge of how to meet what is hard.

Florence was running away from school work and failing as the result. Gradually the facts were revealed. Father and mother were not living together. Each blamed the other and Florence said with tears, "I do not know which is right." Florence had the humiliation of going to the court each week to receive the money her father was required to pay toward her support. Her mother worked in a factory and Florence had long, unsupervised days. Little by little she began to see that she was dodging her responsibilities. She began to show a new attitude. Truancy ceased, lessons were prepared, subjects passed. Part-time work was secured to help out with home expenses during a period when her mother was too ill to work. One day Florence asked the vocational counselor's approval of her plan to leave school and take a full-time position so that she "might take care of mother who really is not well enough to work so hard to keep me in school." Letters were received after a satisfactory business position had been found—happy letters, grateful and mature. Florence has stopped running away from life's obligations and is finding happiness and success in mothering her mother.

In adolescence, youth rides its most tempestuous seas. Then boys and girls do not understand either their minds or their emotions and they are ashamed of their lack of understanding, even while they listen to their own compensating, loudly expressed opinions about everything, with which they try to conceal the confusions within. They are touchingly grateful for the flashes of light that penetrate to the confusion and bring some peace through knowledge.

“THE DOCTOR ADVISES”

When a psychiatrist serves the school, the advice of this specialist may have to be explained to the parent by the dean. Parents are accustomed to receive without question the advice of physicians. They know that the doctor speaks with the authority based on knowledge—a specialized knowledge of which they themselves have very little. They trust the doctor of their choice. The psychiatrist is just another doctor. “I will take my daughter to our family physician,” the mother says. “But this school doctor is a specialist in a line that family doctors have not yet had time to study. She asks me to explain Ethel’s condition to you.” In most cases, this is enough explanation to secure attention. The facts usually secure coöperation.

Eloise was referred to the psychiatrist because of fainting fits in school with no apparent reason that teachers could discover. The psychiatrist found them to be of hysterical origin. In an elementary school Eloise had been disciplined for something, unjustly, as she and her mother believed. She was “practically expelled from the school” and had to attend another one. The neighbors all knew of this and the family felt so humiliated by it that they moved away to another locality. But the nervous mother could not forget the incident; it rankled year after year and frequent discussion of it produced extreme sensitiveness in her daughter. Both were haunted by the fear that Eloise might be put out of school again. Then the fainting fits began. The psychiatrist found that fear and excitement brought them on—a test, an assigned topic to be recited upon in class, anxiety about the approval of her teachers—and advised that the faints be given as little attention as possible and that stress be laid on Eloise’s achievements. Pending failures were quietly explained to her alone and encouragement given as to how to pass next time. She was assured that she should not think of leaving school because she had failed once in history, but that she would probably pass it after

a second term of study. The faints occurred occasionally as long as Eloise was in school, but she showed a much happier mental attitude toward school difficulties and was able to secure a diploma. After she went to work in a position that she liked, the faints ceased. Eloise's attitude, fears, and faints seemed due to the lack of confidence and the fear of failure that her mother had created. Psychiatrists are trying to help parents to understand their own mental mechanisms and so to avoid doing such damage to the mental life of their children.

On Sex Subjects.—When boys and girls show evidence of having wrong attitudes about matters of sex, the psychiatrist helps the parent to understand this aspect of the mental and emotional life of the child and advises him or her to explain the facts that the child's curiosity seeks. The reactions of parents are varied. Some say, "Oh, I could never speak to my daughter on such subjects." Others say, "She knows everything. I have never told her anything. Her sister or other girls have told her." Others say, "I gave her a book of information for girls. She didn't seem interested after that." To give their own sons and daughters the sex information they need as they grow and develop is plainly the duty of fathers and mothers. Courses in hygiene, physical training, and biology may help some in the giving of wholesome information about sex in general, but nothing can take the place of the influence upon the attitudes of children of the right kind of teaching and explanation given by parents who have the right attitudes themselves. Psychiatrists recognize parents' need of instruction about when and how sex information should be given to children and are furnishing leaflets and books as guides for those who can and will read.* By the time a high school girl reaches the dean and the psychiatrist some damage to her social attitudes has already been done that must be repaired as far as it can be.

* See Selected Reading.

The Dean's Relation to Parents in Small Communities.—

In small communities, or in cities where the high school draws its pupils from one neighborhood, the dean may know most of the parents in the social relationships of church, club, and community activities. She is entertained in many of their homes. On the whole, this acquaintance with the parents is a help to the dean in dealing with her students. Sometimes such social relationships embarrass the dean and handicap her freedom in her work with individual boys and girls who are in need of special advice. It is hard to approach Tom's mother, who is the social leader of the town and on the same committee with the dean in the Community Chest Drive, and tell her that Tom is not applying himself to his school work because he is spending too much time petting Genevieve along country lanes in his roadster. The president of the college club may receive with resentment the dean's warning that Frank is getting seriously upset by a silly "crush" over a young Spanish girl. The very fact that these parents know the dean well and have known her, perhaps, all her life, tends to make them doubt her advice and question her knowledge in her special field of study when it is applied to the lapses of their own children.

The Dean's Relation to Parents in Large Cities.—In very large cities the dean knows very few of the parents of the students socially. She meets a large proportion of foreign-born parents who are unfamiliar with American customs and who see with great anxiety their children slipping from their control into ways they do not understand. These parents feel that the dean knows better than they do themselves what is best for their children, and they often rely upon her guidance with a trust that is pathetic. Such a mother will say, "You do the best for Rosie," or, when she knows no English words in which to express her gratitude, she may kiss the hand of her friendly adviser and smile approval through tear-filled eyes.

The Dean's Opportunity with Parents.—The dean everywhere has the opportunity to be a friend to the parent as well as a friend to every boy and girl. Relations can usually be kept friendly if the dean is sincere, frank, fair, and kind in her handling of the facts that require the interview with the parents. She must be both open to conviction, when new facts give a fresh aspect to the situation, and firm, when she knows, on sufficient evidence, that the child and the school require firmness. Her chief aim in her position of dean is to help her boys and girls to be better and to do better. She must make her mind and heart help her to bring parents as well as students to feel and understand this. When she succeeds in this, their faith in her advice follows.

CHAPTER VII

TRAINING IN CHARACTER AND CITIZENSHIP THROUGH STUDENT GOVERNMENT

One of the best ways to provide opportunities for training in character in a high school is to teach citizenship through the relationships furnished in a good student government. By "student government" is meant a well-organized system of student participation in the management of the school, a participation advised and taught by teachers for the purpose of developing character by placing responsibility upon students. A good student government gives practice in leading and in being led, in giving and in securing coöperation, in developing loyalty and honesty, and in inspiring others to do so. Citizenship in a republic must be taught and practised during school days if our young individualists are to go out prepared to be good citizens in our country. Each individual needs to see himself as a person responsible for governing himself, but he needs also to see himself as a person who should take his share of responsibility for what is good for the whole group. An each-for-all sense and an all-for-each sense should be developed in every boy and girl by constant practice based on sound democratic procedure. It is necessary to form habits of thinking and acting in accordance with what is good for the individual and what is good for the school as a whole. The spirit of service should pervade all training in citizenship. Life gives privileges; it also requires responsibilities. Youth readily seizes privileges, but needs constant teaching and practice to be faithful to the responsibilities of citizenship. Young people need to learn from daily relationships that self-government aims to secure liberty, justice, and dignity for all. In-

numerable opportunities arise in a well-organized, well-directed student government for giving training in accordance with these principles.

Teachers of This Subject.—Student government, then, is a subject to be taught by the laboratory method of practice. Principals and teachers will have to realize this fully, if good teaching is to result. Some principals have seen the opportunities for character education that a good student government offers and have accordingly provided a “sponsor of student activities,” an “adviser of the students’ organization,” deans, or teachers interested in this kind of teaching, and have allowed them time to plan, develop, and use these opportunities year after year. This permanence in advising provides for a continuity and a growth that are not attainable unless someone is in general charge, year after year, of the policies and procedure of the whole organization. Some teacher advising is provided in all forms of student participation in the management of the school, but one teacher, or a small permanent committee with sufficient time, guiding and developing the activities of the whole organization year after year, has been rarely assigned, yet such continuity in advising is necessary if good citizenship is to be successfully taught.

School Republic.—The general plan of a student government should be simple, but it should follow the principles of a republic. A president and a small group of cabinet or senate officers should be elected by the whole school to serve as leaders of the students and as an advisory council with the teacher in charge of the whole organization. The whole school should be organized in home-room groups, or other small units, to serve as districts from which to elect representatives. These home-room representatives then form, in regular meetings, the legislature of the school. Special officers may be added wherever the opportunities of school relationships show that they will be useful. Some may be appointed, but as large a proportion as possible should be elected. Such

officers may be aides to entering students, marshals and guides in a variety of positions, ushers at entertainments, etc. Some form of student court may be added when it can function properly, but a student court is not a necessary part of a student government and should be used with great discretion.

Regular Councils.—Regular councils of all student officers should be scheduled and advised by the teacher in charge of the whole organization, if unity, experience, and traditions are to be developed. Some of the officers, usually the governing advisory council, should meet weekly. The home-room officers of the entire school should meet regularly. In their meetings the teacher in charge has the best opportunity for teaching, advising, and developing morale throughout the school. Home-room officers report in these councils questions raised by their groups and report to their home rooms action taken and advice given. It is a common practice in schools to have a large proportion of appointed officers who are practically monitors, few elected officers, and no regular councils. A good school republic needs an elected, functioning legislature, which represents fairly the whole student body. The council of home-room officers furnishes such a legislature. Appointed officers also should have regular meetings in which they may be advised how to present problems and shape policies and procedure for their types of positions. They may not vote on questions that need legislative action, as they are not elected as representatives of the whole school, but they may make suggestions upon which the legislature may act.

Duties of Officers.—The duties of all officers should be definite, clearly assigned, and within the powers of students to perform adequately. It is not fair to a student government to assign duties to student officers requiring more knowledge, experience, judgment, and authority than young students can be expected to have, in order that teachers may be relieved from extra assignments. The aim of student government is not to relieve teachers

of extra work, although this may be one result of the service of well-trained officers. The aim should always be to give students the best training in character that can be given through permitting them to perform the duties assigned to them. This aim should determine what duties shall be assigned to them. For this reason the duties students may be trained to perform efficiently and faithfully should be very carefully planned by teachers and students working together. These duties should be taught definitely and clearly to each officer. A great aid in accomplishing this is to have all major duties in printed or mimeographed form, so that a copy may be given to each officer at the time of election or appointment and kept for study and as evidence of delegated responsibility and authority. Vagueness in assigning duties to be performed by officers leads to inefficiency, discouragement, and failure. Definite printed assignments, even of very simple duties, give dignity to the needed service for the school and develop pride in good work, faithfulness, and responsibility.* Young people do not long feel interested in empty titles with which goes no real worth-while work. They will vote again and again to take on more work for one office as they develop a real spirit of service under student government training. They also grow in power to perform more and more difficult types of duties. It should be the aim of the teacher adviser during years of guidance of student officers to develop gradually the ability and the willingness to take more and more of the duties that teachers perform, but which students may be trained to perform. There must be enough to do, for they learn by doing.

Choosing Officers.—The student body should be trained to elect and appoint the best persons for the various offices. Different duties need different abilities. It is worth while to teach and practise the principle that the position and the school are entitled to the ablest person who can be found, if the good of all is to be served. This

* See Appendix.

helps to avoid party politics, favoritism, and election based on mere popularity. Only the finest types of students should be permitted to run for the governing council. The better the leaders, the more influence their leadership has throughout the school. In general, the same person should not be retained in office term after term, but there should be a wide distribution of the opportunities of holding offices. If possible, nearly all of the students should hold some office for at least one term during their course. All need to have at some time the point of view that being an officer gives.

Causes of Failure.—Two groups of teacher advisers, then, seem to be necessary, the home-room teachers who, with veto power, guide and teach the students in home-room groups, and the teacher or teachers who, with veto power, guide and advise the whole organization. Student government systems have failed in some schools chiefly for the two following reasons: first, because of the lack of sufficient teacher guidance in the continuous development of the system, and, second, because of the lack of clearly defined duties, powers, and responsibilities given to the students.

Guided Initiative.—From what has been said, it should not be inferred that students lose opportunities for initiative, experimentation, originality, because advisers are teaching them the principles of citizenship by keeping a close supervision of their activities as student officers. It is a delicate matter to secure just the right proportion of student participation and teacher guidance. It will be a variable proportion, affected by many conditions. It is not fair to student government to seem to say, "You want to govern yourselves—then do so," and give them no help in how to do it. It is only fair, after having said, "You may share in the management of the school," to give them regular instruction and help when they try to understand and live up to their share. The suggestions of thoughtful, observant students are constantly of practical aid to teachers in improving conditions in the

school. Their adviser is the teacher who represents the faculty in receiving students' suggestions and reporting them to the teachers and in interpreting to students the regulations, wishes, and points of view of the teachers, in order that both groups may work together in an understanding comradeship for law and order in the whole school.

All Extra-Curricular Activities Student Governed.—With such a plan of general student government based upon the principles of a functioning republic in a school, all the other extra-curricular activities should be conducted according to student government principles of good citizenship. A great deal of additional training is given by the practice of student government principles and methods in the management of clubs, parties, dances, athletics.

A study of a few thoroughly organized systems of student government, advised and taught by teachers in charge, will illustrate these principles.*

Life at the George Junior Republic.—The schools that have attained any measure of success in student government have learned so much from the work of the George Junior Republic that a brief explanation of its methods and principles will be given. The Republic was founded in 1895 by William R. George. In 1922, one of the deans of Washington Irving High School visited it and saw its interesting village life managed by the girl and boy citizens, with school, work, recreation, town meeting, police, courts, and its jail transformed into a "social sanitarium" for the cure of offenders through self-government, self-support, recreation, and service. The girls and boys seemed to represent all economic and social classes and many types of personality. Many of them were young people whom other schools and communities had been glad to part with; some had been committed to institutions for court offenses, and then the sentences

* See Appendix and Selected Reading.

had been suspended. About 90 per cent of those who have had the benefit of the Republic training since 1895 have made good as respected citizens in later life and a fair proportion have become distinguished.

The principles on which this work is based, as stated in "Citizens Made and Remade,"* by William R. George and Lyman Beecher Stowe, may be summarized as follows:

The influences that bring about ethical transformations are:

1. Self-respect through self-support.
2. A sense of responsibility through the exercise of the functions of citizenship.
3. An awakened conscience through ethical and religious instruction.
4. The inspiration of the friendship of the best kind of men and women.

Organized public opinion, even without an economic basis, is in itself a powerful enough force to make self-government effective.

To "adult minors," laws are the arbitrary exactions of elderly people, to be obeyed when necessary and evaded when possible. A large part of the trouble that society has with youth is caused by society's treating them as irresponsible beings. It is both humiliating and demoralizing for any class of persons to be looked upon as irresponsible.

The development of character through responsibility is the primal aim. The upbuilding of the social consciousness, the each-for-all sense, without which no free community can ever prosper or long endure, is the supplementary aim.

Mr. George and Mr. Stowe say that the share of pupils in the active management of their own affairs, in some conscious and tangible manner, is an application of the principles of self-government.

William Penn and Washington Irving High Schools.—Student government has been in successful operation since 1911 in the William Penn High School in Philadelphia, and since 1914 in the Washington Irving High School in New York. Both are girls' schools, William Penn with an enrollment of 3,500 in double session, and Washington Irving with an enrollment of over 5,000 in four sessions.

* "Citizens Made and Remade," Houghton Mifflin Company, 1912.

Aims of Student Government.—The aims in both schools are the same, and may be stated as the development of the character of all through responsibility, the training of leaders, the opportunity for expression on the part of students, the development of public opinion, and the relief of teachers from some kinds of work.

The primary aim is the development of character through responsibility, which seems the best possible training for American citizenship. All students have the responsibility of selecting their own officers and of coöperating with them in the maintenance of good government. Washington Irving High School states that the purpose of its student organization is "to direct student activities, and to maintain good government in the school, especially by fostering the civic virtues of self-control, courtesy, coöperation, and obedience to lawful authority." William Penn has as its motto, not, "I am as good as you are," but "You are as good as I am." This school also emphasizes the idea that every girl is a "Committee of One, self-appointed to do the right thing, in the right way, at the right time." "No privilege without responsibility," is another slogan. The interesting thing about this is that the students accept it quite as readily as they might perhaps accept the attitude "This is a free country and I will do as I please."

Student Councils.—At Washington Irving High School, elected student officers, representing all of the 180 sections of the school, meet as the legislative department in weekly councils with the deans to discuss their duties and the means of furthering the welfare of the school. The officers carry back reports from the councils to their section groups of about thirty each. These group meetings of leaders have become strong influences for the formation and maintenance of public opinion. Besides, in providing a legitimate opportunity for expression, they satisfy two of the strongest instincts of the adolescent age, the wish to gather together and the wish to talk things over. The councils give a chance to present diffi-

culties and grievances (without identifying names), and to tell of successes. If one captain reports that her class is not quick and quiet in passing through the halls, another can tell how good her class is. If some group of girls wishes to know why prices are not lower in the lunch room, the cost of equipment, labor, and so on can be explained. If a marshal rises with a gleam in her eye and says that everyone, henceforth, who passes through any hall must have her name entered in the marshal's book, her idea, if approved, may be adopted on trial until it can be seen how it will work.

Resolutions by Student Officers.—During the last seven years the councils of captains, lieutenants, and recorders have passed resolutions expressing the public opinion of these elected leaders of the school on questions of conduct, manners, and taste. These resolutions are as follows:

Cheating.—I believe that cheating is foolish and wrong. I believe that honesty is wise and right. I therefore pledge my support to the effort to stop all dishonesty in this school. I myself will not cheat. I will help other girls to stop cheating.

Cutting Classes.—RESOLVED, That we regard the cutting of periods as an act of truancy, untrustworthiness, and disloyalty to the school. As officers of the student organization we will do everything in our power to prevent girls from being truants from periods.

Voices.—RESOLVED, That a quiet, gentle voice is essential in a lady, and that every Washington Irving girl should cultivate such a voice, especially in the halls, foyer, lunch rooms, streets, and other places.

Gum, Rouge, Powder.—RESOLVED, That we disapprove the following practices and will try by our example to see that we have none of them in Washington Irving:

1. The chewing of gum.
2. The use of rouge.
3. The excessive use of powder.

Dress.—RESOLVED, That we urge all Washington Irving girls to practise simplicity and good taste in dress.

RESOLVED, That we disapprove of the wearing of knickerbockers or bloomers without skirts as a street or school costume for girls.

RESOLVED, That we consider very short sleeves and large earrings not in good taste for school wear.

Finger Nails.—RESOLVED, That we consider the habit of neat and well-kept finger nails one mark of a lady and that we urge all Washington Irving girls to practise this habit at all times.

No Printed Cards for Candidates.—Candidates for the Governing Council shall not in the future spend money to have cards or tags printed to use in the campaign, because this expense has been burdensome in some cases, and the practice is undemocratic.

Courts at William Penn.—William Penn High School has an efficient judicial department. The mechanism of the court is explained as follows in the constitution:

Section 1. The court shall consist of a judge, elected from the 12B or 12A class, and six assistants, three from the 12B and three from the 12A class.

Section 2. The judges shall be elected by the 12B and 12A classes, one week later than the officers of the senate, and in a manner similar to that of the officers of the senate.

Section 3. The court shall hold a regular meeting at the close of school, one day each week, to try cases against girls who have offended.

Section 4. Anyone making a charge against a student must present to the judge a signed statement of the charge previous to the meeting of the court. The one making the charge must be present at the meeting of the court.

Section 5. The representative of the assembly group of which the offender is a member shall be present at the meeting of the court to testify as to the character of the offender.

Section 6. No decision of the court shall become operative until it has received the approval of the principal.

The court considers the general morale of the school. Girls who are delinquent may be brought before the court for formal trial or for informal advice. Formal trials occur sometimes once a term, sometimes more or less frequently than this. Advice or "informal trials" are used oftener. No visitors are allowed at trials, because their presence might tend to make the procedure spectacular, and to make a difficult situation more difficult for both the offenders and the judges. This seems a very wise ruling. A few of the offenses taken to the court are those reported by teachers, but most are reported by student officers, such as disorder in study halls, being noisy in the corridors, insubordination to student officers, cutting classes, and cheating. The

penalties may be "quarantine" apart from other girls in study hall, withdrawal of the privilege of dancing (for improper dancing), recording of the decision of the court on the permanent record card, or other penalties. The sponsor for student government is always present at the formal trials; the principal is sometimes there.

Courts at Washington Irving.—The opinion at William Penn agrees with that at Washington Irving, that student courts are not the most essential part of student government, and that they are likely to do more harm than good if allowed to act without careful supervision, but that in a school with a well-developed spirit of self-government they may be made an effective means for the functioning of public opinion. At Washington Irving, the governing council, which is the executive body, has power to act as a court, and does so whenever occasion arises for the exercise of this power. Most complaints of student officers against students are, however, adjusted at informal conferences of the complainant, the accused, and a dean, and complaints by teachers are adjusted by a dean. When cases are taken to the governing council, they are dealt with as at William Penn.

Section Officers at Washington Irving.—At Washington Irving, every section, a group of about thirty-two students, elects on the first day of the term a captain, a lieutenant, and a recorder. This election is subject to the veto of the class adviser (a teacher), but it is very seldom necessary to use this power of veto, as the girls usually wish to elect those whose intelligence, character, and qualities of leadership qualify them for office.*

All these officers feel that they should prevent such offenses as lateness, cutting periods, and dishonesty in work, as far as they are able. As their opportunities for knowing the intentions of their classmates are greatly superior to those of teachers, this preventive work, which is not seen, is in some cases—the cases of officers who

* See Appendix.

have native power to lead and influence others—the most valuable result of student government. The high-minded girl who, without the sanction of holding office, would feel it an interference to speak to an erring sister, is impelled by a sense of duty as an officer to speak; and the weak sister seldom takes it amiss.

On the whole, the elected officers represent the best in the school in intelligence, personality, and character. Those who have the qualities that will make them leaders in later life are learning patience, courtesy, and firmness through practice in leadership. If an officer begins to domineer, her constituency promptly tells her that she is “too bossy,” and she either improves or resigns, usually the former.

Every section officer is given a printed set of explanations and suggestions about her responsibilities. These suggestions are as follows:

SUGGESTIONS FOR OFFICERS OF SECTIONS

TO ALL OFFICERS

Election to Office.—Your section elected you to office because they wanted you to be their leader. This gives you opportunity and responsibility. Be a good leader, standing for the right always. Your section must have respect for you if you are to be their leader. The Governing Council has decided that any officer who is reported for misconduct may be removed from office at once. Only your best self can be the right kind of leader for your class. Be your best self always.

Recall of Officers.—According to an amendment to the Constitution, an officer may be recalled from office at any time by the vote of the majority of the class approved by the section adviser.

Badge of Office.—An officer should wear her sleeve band all the time in school, pinned loosely around the left arm above the elbow.

Councils.—Officers have councils once a month. Notice of dates and places of these councils is posted on the bulletin board near the front door (Irving Place). Important business, discussions of general policy, announcements, etc., occur in the councils. The class has the power to recall from office an officer who does not attend councils. Please attend every council so that your class may have a vote in school affairs. If it is impossible for you to attend one of your councils, it is your duty to see that another officer or member of your

section attends the council in your place. Your section is responsible for having a representative present at every council.

Record of Service.—An officer who serves throughout a term has this fact stamped on her permanent record card.

Order of the Daisy.—Girls win membership in the Order of the Daisy by having an average of A in conduct for a whole term as shown by both the mid-term and the end-term marks, and also having a satisfactory mark in neatness. Girls who attain this high standard are given the badge of the Order of the Daisy, and their names are posted on the bulletin in the section room. Encourage all the girls in your section to deserve this honor.

Cheating.—The majority in every class is opposed to cheating in school work. All officers should use their influence to stop cheating. Urge girls not to lend nor borrow home work for copying, not to use helps in tests or recitations, and not to prompt a speaker.

SUGGESTIONS FOR CAPTAINS

The captains form the Department of Traffic of our student government.

Constitution, Article VIII, Section 1.—"It shall be the duty of the captain, in the absence of the teacher, to assume full authority in all matters pertaining to classroom order, and to enforce good government at all times and in all places where a teacher is not in direct control of the class. The captain shall especially be responsible for the conduct of the individual members of her class in the halls and in lunch rooms and other rooms devoted to the general use of all the students. It shall be the right and duty of every captain to see that order is observed by all students, whether they are in her own section or not, in all places where teachers are not in direct control, such as halls, stairways, lunch rooms and recreation rooms."

In the Halls.—In the halls, when the captain is with her class, she should be near the leaders. She should speak to the girls in quiet tones, "Leaders, please forward!" "Leaders, please halt!" She should watch the rest of the line from her position near the leaders to observe whether spaces are closed and voices quiet. The lieutenant assists along the side of the line. The principal, the deans, and the teachers wish quiet halls at all times.

When the captain's program, because of promotion by subject, does not allow her to go with her own section at the passing of classes, she should go to her next recitation room, remembering always that she is an officer of the whole school and not simply of her own section, and not hesitating to remind any girls in the hall who disregard traffic rules or whose voices are too loud. When the captain reaches her next recitation room, if the class and the teacher have not arrived,

she should stand in the hall near her room and help to direct traffic until the class comes.

In Classrooms.—Before the arrival of the teacher in classrooms the captain should call the class to order and begin work. The captain would do well to ask teachers for suggestions about what work in each subject to use for this purpose, so that the class may make the best use of the time. The review of memory selections is often profitable work for these few minutes. Teachers upon their arrival are always pleased to find classes working in perfect order under the leadership of the captain. Train your girls to see the value of self-control and coöperation and the wisdom of using time well in the teacher's absence.

Absent Teachers.—If the teacher does not come to the class by ten minutes past the beginning of the period, the captain should ask the lieutenant to report to the teacher or marshal on duty in the hall, or to Office 110, that the class is without a teacher.

Substitute Teachers.—The captain should impress upon her girls the courtesy due to the substitute teacher. She may be a stranger in our school, where our girls should be courteous hostesses. The officers should assist the substitute teacher where possible. The class should give her perfect attention. Some classes have won for our school the reputation of being very courteous to substitute teachers. Let no one forget the courtesy a hostess owes a visitor.

"The Times."—The captain is the representative of *The Times* for her section. She announces to her section when *The Times* will be issued, collects the money for it, and uses her influence to secure from her section enthusiastic support for the school newspaper.

SUGGESTIONS FOR LIEUTENANTS

The lieutenants form the department of Social Service of our student government.

Constitution, Article VIII, Section 2.—"The lieutenant shall assist the captain, take her place in her absence, and especially coöperate in the increase of good manners, the correct use of voice in public places, the assistance of visitors, and the assistance of teachers in charge of study halls. She shall also be the teacher's assistant for promoting good housekeeping in the classrooms, lunch rooms, halls, lavatories, and elsewhere. It shall be her principal business not to clear away litter, but to prevent its being thrown down."

In the Halls.—When the lieutenant is with her own section in the halls she should be at the side of the line. She should speak to the girls in gentle, polite tones, "Close spaces, please"; "Lower voices, please." She should signal to the captain, who is near the leaders, when it is necessary for the leaders to halt in order to secure closed

spaces. She should stop any girl of any class whom she sees running in the halls or foyer. The principal, the deans, and the teachers all wish quiet halls at all times.

When the lieutenant's program, because of promotion by subject, does not allow her to go with her own section at the passing of classes, she should go to her next recitation room, remembering always that she is an officer of the whole school and not simply of her own section, and not hesitating to remind any girls in the halls who disregard traffic rules or whose voices are too loud. When the lieutenant reaches her next recitation room she should stand in the hall near her room and help to direct traffic until the teacher comes.

In Classrooms.—The lieutenant should coöperate with the captain in classrooms to keep good order. The lieutenant ascertains the name of each new teacher or substitute teacher, prints it on the board, and introduces her to the class.

Visitors.—Frequently a visitor enters the rear door of a classroom to visit the recitation. The lieutenant should go at once to the visitor, greet her hospitably, provide her with a seat, and answer her questions quietly. At the close of the recitation the lieutenant should introduce the visitor to the teacher, saying, "Miss Brown, may I introduce Miss Hazen?" The teacher will then take charge of the visitor, and the lieutenant may join her class. This gives the lieutenant practice in being a Washington Irving hostess.

In Study Halls.—The following study hall usages are recommended by the Councils of Lieutenants:

1. The girls of a class shall be so seated, if possible, that there is the space of one seat between every two members of one class. Teachers will advise seating plans, and lieutenants will see that girls regularly sit in the seats assigned. The lieutenant will make charts of the seats assigned, for the teacher and for herself.

2. There is to be no lending nor borrowing of prepared home work in a study hall. This will help to prevent cheating. Quiet shall prevail, that each girl may study undisturbed. Lieutenants should secure coöperation from their girls in the study halls.

Attendance.—In case the recorder is absent, the lieutenant takes her place in getting the attendance for her section.

Housekeeping.—The lieutenants have proved their ability to perform the duties of good housekeepers.

Housekeeping Regulations.—1. The lieutenant passes the basket once every period. She should be especially careful to pass the basket at the close of study periods, and to see that no papers are left on the shelves or floors of such rooms as 401 and 502.

2. Each girl erases her own blackboard work before leaving the room, but the lieutenant erases the teacher's blackboard work.

3. The lieutenant assists the teacher in the distribution and collection of papers connected with tests or home work.

4. The lieutenant offers assistance to the teacher in the care of bulletin boards, the teacher's desk, and the bookcases and furniture of the rooms.

The lieutenant has charge of the neatness of the tables, chairs, and floor in the lunch room. She may appoint one assistant at each table, to be responsible for that table, while she herself supervises all the tables of her section. To attend to her duties properly, it is usually necessary that the lieutenant remain in the lunch room during the luncheon period.

Lunch Room Regulations.—1. Definite seats shall be assigned to girls.

2. All tables shall be cleared, ready for inspection, ten minutes before the end of the period.

3. Chairs shall be placed under the table by the girls as they leave their seats.

4. Girls in the lunch rooms shall speak in quiet, well-bred tones of voice.

Picking Up.—The lieutenant should train all her girls to pick up paper or litter accidentally dropped in halls, stairways, or classrooms. The habit of doing this is invaluable to a good business woman or a neat housekeeper. There are cans in all halls into which such paper may be put. This habit, practised by all our girls, will keep our beautiful building neat and clean.

The Bank.—The lieutenants serve as thrift secretaries for the Bank. The teacher in charge issues directions to each lieutenant. Work to train your girls in thrift by encouraging them to make weekly deposits.

Aims.—The lieutenants need to work hard to secure:

1. Gentle, ladylike voices in all public places, especially in the lunch room, the halls, and the foyer.

2. Self-control and poise when under excitement through changes in program, discussions, parties, etc.

3. Courtesy in the treatment of everyone. Our students are often courteous to a teacher or officer of their own class, but are sometimes discourteous to strangers among the teachers, elevator men, cleaners, and matrons.

These are the qualities that the lieutenants are working for. It is because these qualities are social and necessary in a world where people must get along with each other, that this department is called the Department of Social Service.

SUGGESTIONS FOR RECORDERS

The recorders form the Department of Industry of our student government. Their duties are to promote punctuality, regular attendance, faithful study, and reliability and honesty in all ways.

Constitution, Article VIII, Section 3.—"The class recorder shall, as the secretary or bookkeeper for the section, assist the class adviser in keeping the record of attendance and punctuality. She shall assist in keeping up a high attendance and in promoting punctuality."

Registers change by admission and discharge only once a week, on Mondays. If a girl leaves school during the week, she is counted as an absentee until her discharge on the following Monday. If a girl is admitted any day after Monday she is counted in the number present from the first day that she attends, but is not counted in the register until the following Monday. The recorder should keep her own alphabetical list of the names and addresses of her section.

A.M. Sections.—The recorder of a morning section takes the attendance at the section period, checking the girls as present on her list when they arrive. Girls are marked late if they are not in their section rooms at the ringing of the bell at 8:05.

P.M. Sections.—The recorder of an afternoon section takes the attendance at the first period when she meets her whole section together. Sometimes it is not until dismissal, but sometimes it happens at a recitation period during the afternoon.

In case there are girls in either session who never meet the recorder of their section, they carry individual attendance slips and put them into the class adviser's letter box at the close of their sessions.

Late Slips.—Girls in either session go to the teacher at the fireplace in the foyer for late slips. Each girl who is late fills out two late slips. She carries one as a pass to her recitation room and shows it to her teacher. The duplicate slip is sent through the office to the class adviser.

Punctuality.—Punctuality is a necessary business habit. Explain its importance to your girls and encourage them to be punctual.

Lateness and Absence.—Lateness and absence are a common cause of failure. A friendly note from the recorder has often hastened a girl's return to school. Daily lessons sent to an absent girl help her to keep up her work.

Notes of Excuse.—Girls should bring notes of excuse from their parents for both absence and lateness. The recorders may assist their classmates in forming habits of reliability and also help their class advisers by checking these notes.

Reliability in Following Programs.—The recorder should check her girls at every period when she is with them. If a girl is missing from the class the recorder should report her absence at once to the teacher of that period. Accuracy on the part of the recorder does much to prevent truancy, cutting classes, and loitering.

Officers at Large.—In addition to section officers, other officers of a student government organization can perform valuable service outside of classrooms and apart from the section unit. In many cases it is not practicable to have these officers elected, but the dean appoints them from among those who have shown promise of good service. Some of the work being done by such officers will be explained.

Senior Sponsors at Englewood High School.—At Englewood High School in Chicago, the dean of girls and the dean of boys direct 100 to 130 senior students who act as sponsors of four to eleven entering students. These senior sponsors are carefully selected for their fine scholarship, character, and personality, and the honor is highly valued. The sponsors act as friends and advisers to the new students, holding regular weekly meetings with their groups during the term in the daily "organizations" period, which is forty-five minutes long. This intimate contact of an older student with a small group of younger students gives opportunity for individual influence of the finest type. Cases are known in which the girl sponsor has won the confidence of her group to such an extent and has guided them so wisely as to save some of them from continuance in disastrous wrong-doing.

Aides at Washington Irving High School.—For each one of the thirty or more sections entering Washington Irving High School every term, the deans appoint as aide an upper class girl of tried character and ability. Extracts from the mimeographed directions to aides follow:

Programs.—Monday will be registration day in all classes. Ask a friend in your own class to copy your program, etc., for you. Some-time during the time of registration go to your own class and get the information from your friend.

Meet your first term class in their section room punctually at the beginning of their session. Explain to them who you are, writing your name and class on the blackboard, explain your friendly service as aide, and say a few words of welcome. Assist their class adviser in every way you can during their registration period. Keep for yourself a copy of the program of your first term class, names and

addresses of officers, an alphabetical roll of the class, and the class adviser's name, to use during the term.

Note directions sent to the class about seats assigned in assembly. Take the officers to the auditorium and show them where the class is to sit so they may lead their class to their first assembly at the time indicated on their program.

On Tuesday, you will accompany the first term class from room to room about the building all day, showing them how to pass quietly by two's by the best routes. During recitation periods you may assist the teacher in any way, and with her permission you may give explanations not completed on Monday. When teachers are teaching your first term class, you may go to your own class for a few minutes to secure your own books and lessons, but you should return to your first term class in time for the passing of the class to the next room at the end of the period.

Explanations to your first term class:

1. In connection with the election of officers under the direction of the class adviser, give the class instructions as to the duties of each officer and of every girl as a member of our student government association. Use your copies of suggestions to captains, lieutenants, and recorders, and the Washington Irving Handbook.

2. Explain the requirements for membership in the Order of the Daisy, the conduct honor roll of our school, and urge every girl to try to be worthy of membership. Give a copy of the letter about the Order of the Daisy to every girl and to the teacher.

3. Explain the use of the commendation card to praise the effort of girls and of the class to be successful in conduct, work, and punctual attendance. Copies of individual commendation cards are sent to the principal of the girl's elementary school to show her progress in high school. Commendation cards given to classes are announced in assembly by the captain and then filed in Office 115 so that the deans may know the most orderly classes. Urge your girls to be courteous, quiet, and obedient everywhere.

Friends.—Try to make real friends of the officers and girls in your first term class. Give them your name, class, class adviser, and home address, and encourage them to write letters to you reporting their progress and difficulties. Arrange to meet them in the foyer at your arrival between 12 and 12:30, or at dismissal, if they are morning girls. Take an interest in their welfare and keep informed of their progress during the term, especially during the first month. Your friendliness and helpful advice may prevent a first term girl from becoming discouraged and from leaving school.

The office of aide is much prized and enjoyed by girls, and this service is a great help to the teachers of entering girls, whom it relieves of a good deal of routine work in

acquainting the newcomers with the school usages. Most important of all, the new girls receive from earnest, attractive upper class girls information about the standards of conduct and manners in the school, and urgent advice to help improve the morale of the school. The aide gives every new girl an artistically decorated card on which is printed "Standards of Right at Washington Irving High School." The manner in which this code of ethics was compiled will be explained later.*

Study Halls at William Penn High School.—William Penn High School has a large study room seating over four hundred. The study periods have for years been managed by student officers. These are upper class girls, called "monitors," who are appointed early in the term by the teacher sponsor for student government. The team of monitors at every study period is in charge of a captain. These officers make seating charts, take attendance and excuses for absence, and discipline offenders when necessary. The office of the teacher sponsor adjoins the study hall, so that she may be consulted if necessary about study hall or other student government questions.

It is well worth a trip to Philadelphia to see the excellent order of hundreds of self-governed girls in this study hall. The long-continued success of this plan is one of the most noteworthy proofs of the ability of high school girls to govern themselves, and of the great value this responsibility is to them as a preparation for life.

Study Halls in Cleveland High Schools.—At the Longwood Commerce High School and the East Technical High School of Cleveland, "concentration study halls" are in charge of students. Admission to this study hall in the East Technical High School is gained by signing an application card, as follows:

In order to develop the spirit of self-direction in the school and to train my mind and will to their full power, I apply for permission to study in the concentration study hall. In appreciation of this per-

* See pages 177-181.

mission I pledge myself, unreservedly, to refrain from all communication of any kind and to use my influence to prevent any violation of this pledge on the part of others.

By signing this voluntary pledge students undertake to train themselves in habits of self-control and self-direction.

The student council members are practically all enrolled in this hall and the work of keeping records and upholding the high honor standard is largely in their care.

Lunch Rooms at William Penn and Washington Irving High Schools.—In the very crowded lunch room at William Penn High School, no teacher is in charge, though the teacher sponsor is within call. Student officers, called "volunteers," keep the lines in order and supervise the neatness of the room and of the entire street floor, practically all of which has to be used for luncheon periods, on account of crowded conditions, as 3,000 girls lunch in three periods. The order is excellent at the lines where many girls are waiting to buy. The volunteers who perform this and similar inconspicuous services are not appointed or voted for—they offer their services.

At Washington Irving High School, two lunch rooms, each seating 300, serve the needs during four successive periods of about 2,000 girls who have luncheon at school. A teacher is on duty in each lunch room, but does most of the work of supervision through a corps of about twenty marshals appointed by herself with the assistance of a dean. Girls are seated according to a plan worked out by the deans, and are held responsible by the marshals, assisted by the section officers, for neatness and good order. After a lunch room has been used by four relays of girls in quick succession, most of the tables are left neat as a result of the vigilance of student officers. Silence is secured when announcements are necessary and for the lining up at dismissals, by the ringing of a bell by the head marshal.

Marshals at Washington Irving High School.—Early every term about 500 student marshals are appointed by the deans at Washington Irving High School to definite duties in patrolling halls, supervising elevator lines, helping at the Lost and Found Office, supervising the students' room, directing traffic at arrival and dismissal times, supervising neatness and order in lunch rooms, directing visitors, etc.* These marshals cover about 800 weekly assignments, of which nearly half were formerly taken by teachers, and the others were added because it was seen that supervision was needed at specific times and places.

Many of the marshals are chosen from lists of girls suggested by teachers, by the governing council, and by other girls of the school, and the records of girls suggested are looked up by the deans before names are put upon the approved list. Every marshal is given definite information about her duties by means of a mimeographed sheet, and the marshals meet in monthly councils. Some extracts from the directions to marshals will explain their work.

Hall Marshals.—These will be your duties:

1. On your floor you will see that no class is in any room without a teacher. If the teacher does not arrive within ten minutes after the beginning of the period, you should telephone from the office on your floor to Office 110, saying that the teacher is absent.
2. It will be your duty to go into the students' lavatories on your floor two or three times during the period to see that girls are not lingering there or cutting classes.
3. It will be your duty to see that no girl passes through your floor without the authorized school pass for the errand she may be upon.
4. You are also asked to see that all doors leading to exits are closed, and that all windows are closed in unoccupied rooms during the time from about November 15 to the spring vacation, when the ventilating system is in operation. Lock all wardrobe doors in vacant rooms.
5. If you are able to reach your hall while the girls are passing between periods, stand near the middle of the hall and help to direct traffic, keeping the girls to the right and moving quietly in two's. Make note of classes that habitually do well and report them at the marshals' councils for commendation.

* See Appendix.

When the marshal on any floor is sure there is no loitering in lavatories or elsewhere on her floor and that every classroom has a teacher, she may sit in the hall at the marshal's desk and work upon her lessons. She should feel, however, that the care of the floor is her first duty and that work on her lessons is only to be done in moments when the hall does not require her attention. Marshals should be very careful while studying in the halls to sit in *good posture* and in *a good light*.

If a girl should refuse to give her name and section when a marshal asks for them, the marshal should follow the girl to the classroom to which she is going and secure from the teacher her name and section, even though it is necessary to leave her floor to do this. The girls must realize that the marshal has charge of the floor and they must treat her requests, her explanations of rules, and her advice respectfully. The deans will assist marshals in seeing that enforcement of the regulations is supported, and marshals may report to them at any time when they desire advice or assistance. At first, however, it is best to explain the regulations patiently to the girls and not to report until girls have been disobedient to regulations that they thoroughly understand.

Dismissal Marshals.—Your duty is to help see that girls leave the floor promptly and quietly in class lines by the nearest exit. Girls are rarely permitted to go on errands about the building after five o'clock. Will you please make note of classes that leave the building promptly and quietly, so that you may report them for commendation.

While the girls are passing out, please stand at the west corner exit on your side of the building and prevent girls from going needlessly through the halls. Ask girls to go down the corner stairs instead of crossing the halls.

After the classes have gone, will you please start at the corner room and look into every room on your side of the building and into those on the Irving Place side until you come to the room opposite the middle stairway. Please see that no girls are lingering in any room without a teacher. If you find lights burning after everyone has gone, put them out. Look into the lavatory also, to see that no girls are loitering there. Warn girls who fail to go promptly, and if you find the same girls failing repeatedly to obey the regulation which requires prompt dismissals, take their names and classes, and report them if necessary to the governing council or to the dean.

Library Marshals.—The marshal's post of duty is at the table near the door. She gives to every girl who comes from study hall a slip to be filled out with name, section, date, period, and the study hall to which she is assigned. Fifteen minutes after the beginning of the period the marshal signs the passes with the rubber stamp provided for that purpose, and takes them to the teacher in charge of the

study hall. She records the number of passes on the register of attendance which hangs at the corner of the bulletin board.

The marshal may issue passes to girls wishing to leave the library for a few moments. She will take the names and sections of girls and note the time of going and returning. Any absence of more than five minutes is to be reported to the librarian.

At the first bell the marshal is requested to put her own table in order, then to place the chairs under the reading tables, and to close the ink wells.

The librarians value highly the willing service of efficient marshals. You have been appointed for this service because we believe you to be capable of doing this work well. If you are willing to perform this service for your school, will you please sign the receipt and accept your sleeve band.

Governing Council at Washington Irving High School.—During the fourth month of every term blanks are circulated among the girls at Washington Irving High School for the suggestion of candidates for the governing council. The name and section of a candidate are written on a blank, with information about her record in conduct, punctuality, scholarship, and service to the school. The blanks are signed by as many girls and teachers as wish to sign them.

The deans look up very carefully the records of all girls suggested, and put upon an approved list those who have shown good scholarship, excellent character, and ability as leaders, either as student officers or as club leaders, or in other ways. As only five girls a term may be elected to the governing council, other girls with good records are listed for service as marshals, or as aides to entering classes, and these girls are assigned to these two types of service as far as their programs for the next term will permit. A copy of the blank follows.

BLANK FOR SUGGESTION OF CANDIDATES FOR NOMINATION FOR THE
GOVERNING COUNCIL

OR FOR SERVICE AS AIDES OR MARSHALS

In order to be sure of consideration this paper
must be placed in the Suggestion Box outside
of Office 115 before

We hereby suggest, of Section
....., as a candidate for nomination for the office of

..... in the Governing Council of next term, or for service as an aide or a marshal. To the best of our knowledge the following statements are true:

1. Does she attend school regularly and punctually?
2. What is her conduct record?
3. What is her scholarship record?
4. Has she held any office? If so, what?
5. What service has she rendered to Washington Irving as an usher, a leader, or a member of clubs, in patriotic work, or in any other ways?

We understand that only those students will be allowed to be candidates who have qualities of leadership and who stand for the best things in American citizenship and in our school life.

All girls on the approved list for the governing council are interviewed by the deans, and the week before the last week of the term a meeting of all candidates is held to make plans for the campaign. A general topic for the campaign is chosen, dealing with some question of ethics or manners, such as honesty, courtesy, raising of standards. Every prospective candidate speaks briefly about this topic and shows how it is related to the responsibility of the office for which she is a candidate.

At the first councils of section officers in the new term, the candidates appear and speak again. Then the council, acting as a primary, nominates two candidates for each office to run against each other. The captains nominate for president and for secretary of traffic, the lieutenants for secretary of social service, and the recorders for secretary of industry and for recorder of the governing council. The election * is made by closed ballot during the section periods on Monday of about the sixth week of the term, and the returns are added on a calculating machine. During the week preceding election, posters made under the direction of teachers of art hang in the foyer, and every candidate speaks in eight assemblies, twice a day for four days.

Shortly after election the governing council is installed at an assembly by the principal, and the newly elected officers take the pledge of office, which is an adaptation made by the William Penn High School of the ancient

* See Appendix.

Ephebic Oath, the pledge taken by the young men of Athens during the Age of Pericles before they entered upon the duties of citizenship:

I will strive for better student government ideals and for the uplift of the Association and the school, both alone and with others. I will obey and respect the laws and do my best to incite a like obedience and respect in others. I will strive to quicken the sense of responsibility among the students at large, so that we may transmit our student government inheritance, not less and worse, but greater and more beautiful than it was transmitted to us. And this I promise.

Washington Irving High School followed the example of William Penn High School in having an installation ceremony, which impresses the student body with the seriousness and dignity of the responsibilities of student government.

Campaign Speeches.—A few quotations will show the character of the campaign speeches of candidates for the governing council. These speeches are heard by about 5,000 girls in assemblies, and quotations from them are printed in the school newspaper.

Did you ever stop to think what a short time we spend in school compared to the time we shall spend in business or as home-makers?

I have learned that success and happiness in school life come from earnest work and honest effort to do one's best. I have known a few girls who neglected their school work for a term, and then, because they failed, left school saying they were not taught anything. They were neither successful nor happy.

The successful and happy girl works not only for her own good, but to show gratitude to her parents, who have made sacrifices to give her an education.

If we are good citizens, we assist our governing council by obeying our laws and regulations; we help our teachers by doing our work regularly and earnestly. We use our library, yet we never misuse the books. Our gymnasium is here for physical development and we strive for physical perfection.

I believe that every kind word spoken and every good deed done and every effort put forth will make us more loyal to Washington Irving.

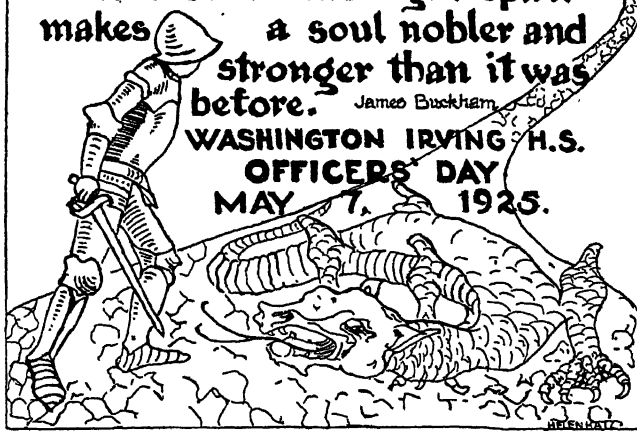
I am quite sure you all realize how vast the traffic problem of this great school of ours is. The only way to solve it is for every loyal Washington Irving girl to give strict obedience to our traffic rules.

Trials,
Temptations,
disappointments -
all these are helps
instead of hindrances,
if one uses them rightly.

They not only test the
fiber of character, but
strengthen it. Every conquer
ed temptation represents a
new fund of moral energy.
Every trial endured and
weathered in the right spirit
makes a soul nobler and
stronger than it was
before.

James Buckham

WASHINGTON IRVING H.S.
OFFICERS' DAY
MAY 7, 1925.

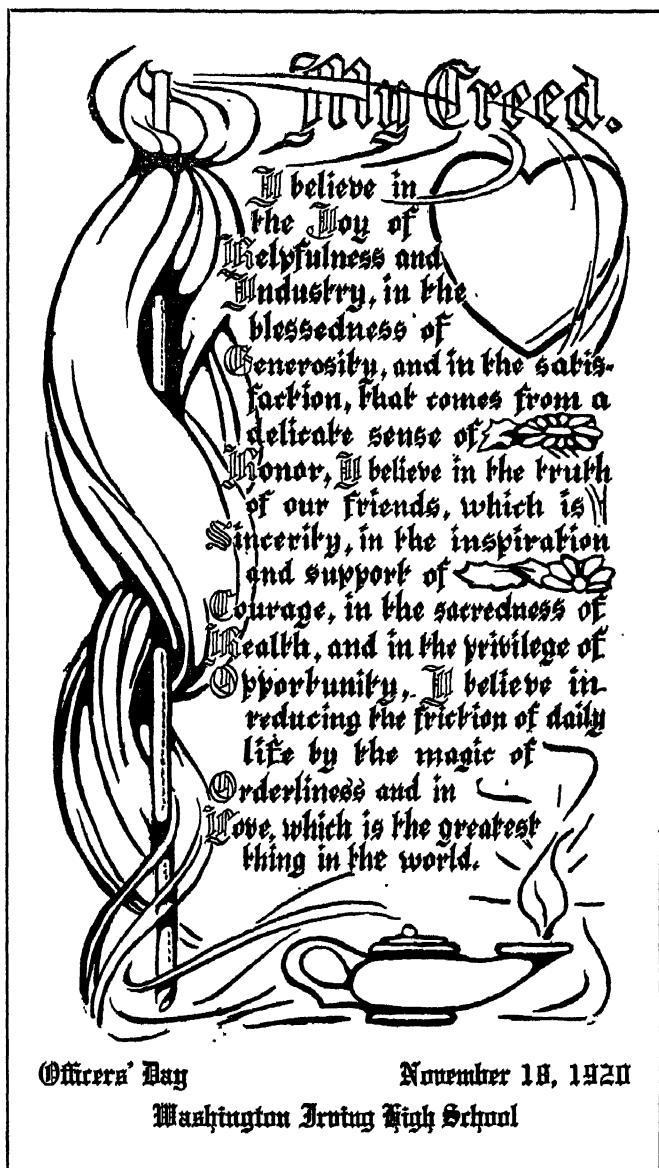


You have surely noticed the continual drawbacks and delays in the halls during the changing of periods. These result from the girls' walking slowly in trios or even in quartettes and being unmindful of the importance of keeping to the right. Of course you know that this is just a case of careless forgetfulness and not of wilful negligence. I believe it would be a fine idea if we had posters in our halls bearing the slogans "Keep to the Right" and "Walk Quickly."

Besides the slogans which I have just mentioned, I have another in mind. It has nothing to do with traffic, but it is so cheery that I believe our school should adopt it. It is not a new one—in fact, it was made famous during the Great War. The slogan I mean is, "Keep Smiling," especially when you are caught on the wrong staircase and the marshal sends you back. Of course, I don't mean that we should walk along the halls looking like a school for laughter or an advertisement for a new kind of tooth paste. I just mean that we should take all suggestions and corrections from our marshals and teachers in the right spirit, for surely they are for our good. Besides, we all know the value of a bright, cheery, sunny smile, especially when it is bestowed upon a disheartened or lonely school-mate.

Benefits to Officers.—If student participation in the management of a school is a benefit to students, this benefit should be extended to as many as possible. In Washington Irving High School about a thousand girls, or one in every five, hold office at one time. As the personnel of officers changes from term to term, a larger proportion than this, perhaps a third to a half, receives the training that comes from office holding. Each officer wears a silk sleeve band woven in the school colors and has stamped on her permanent record card the name of her office and the words "Attended Councils," if she has attended her four councils or has sent a substitute. All officers attend a special meeting on Officers' Day to enjoy an address by the principal and a play by the school players. Each officer receives a souvenir card.

Types of Officers.—Though it is generally true that those who serve successfully as officers are the most promising girls of the school, it is significant, also, that a fair number of unintellectual girls, who fail more or less in their school work, make good officers. One girl who failed twice in French showed unusual poise and executive ability as head marshal in a lunch room where



she "laid down the law" and secured cheerful coöperation from two hundred girls. Another girl, who two years earlier was so uninterested in lessons that she seemed in danger of being caught by the passing show and the passing stranger of the streets, grew into a steady, trusted leader in her class. It was a joy to watch another as she charged upon a loose crowd and marshaled it into straight and quiet lines. The last girl belongs to the type that must be busy about something, and her duties gave her an outlet of energy that might otherwise have become a trouble to herself and to others. These girls have a kind of superiority that reveals itself in active rather than in scholarly pursuits.

Comments from William Penn High School.—The following are some comments written by students of the William Penn High School about their student government:

The holding of an office in the Students' Association has materially affected my character. Having been entrusted with a certain responsibility, I felt the need of living up to the girls' estimation of my worth.

The responsibilities connected with holding an office give a girl poise, dignity, and self-control. Realizing her position, she is likely to be womanly in her manners and conduct, and to stand for what she knows to be right.

Although we are unconscious of it, the training which we are receiving from this small democracy of ours is preparing us to be better and more useful citizens of a greater democracy of which we shall soon be a part.

I am the "Committee of One." I am self-appointed, and my success depends upon myself. My work is not hard unless I make it so. The purpose of this committee is to perfect itself in orderliness, obedience, and self-improvement generally. There are many things that must be done if I am to be a successful committee. In the assembly I do not make myself a nuisance by moving about in my seat and talking. I see to it at luncheon that my dishes, paper, strings, etc., are put where they belong. It is my duty to study during a study period, and I do my duty. When I am tempted to put my clothing in a wrong locker or my books in the wrong place, I struggle with this monster and usually conquer him. I go to the library to do

library work. All this I do because I am the "Committee of One" and I want to be a successful committee.

Comments and Anecdotes from Washington Irving High School.—The following comments and anecdotes are illustrative of student self-government in Washington Irving High School.

About a month after a systematic plan of self-government was begun teachers began to say that they were finding the attitude and spirit of the students different and better. This opinion has been reiterated many times. Though other causes and influences have contributed, it is the opinion of Washington Irving teachers that student self-government has been a strong influence in developing a spirit of coöperation, responsibility, and respect for law among our students.

Jefferson's ideal of a minimum of government is applicable to student government. The two deans advise officers to try to secure good conduct by leading rather than by driving, and to try to make wrong-doers see the evil of their ways by reasoning with them rather than by reporting them. Officers understand that if they do report offenders they will be supported, but that it is better to try milder measures first. A marshal came to a dean for advice as to how to proceed with two girls who persistently disregarded her authority. She was told to report them if she thought best. She considered for a moment, and then said, "I've warned them twice. I think I'll warn them once more, and tell them that if I have to speak to them after that I will report them. They are afraid of being reported." This marshal had seemed worried at the beginning of this little talk, but with the last remark she smiled and showed all her dimples—and a mind at ease. She did not find it necessary to report the two girls. Probably the very fact that she and they knew that she would be supported if she did make the report averted further trouble, just as a policeman has very little use for the club he carries.

At a council of officers the student chairman asked, "What can you do to prevent girls from eating as they

go through the halls?" An officer answered, "I will tell my girls that I was at the meeting and that the subject was discussed." There is a great deal of faith in the virtue that is supposed to come from meeting and discussing!

One president of the student association, a judicious senior girl, made the following comment in speaking about a girl who had been misbehaving: "We have some other girls like this one. They are usually small, and have a mean streak in them. They will be mean as much as they dare, and when they think something is going to happen to them, they can look pitiful enough to melt your heart."

At a council of captains, one captain complained, "No matter what girls I put at the end of my line in the halls, they get up an old maids' party back there and talk incessantly." This captain was inclined to rule with a rod of iron. She had to be advised on several occasions not to exact too much from her class.

Another captain told in council that she kept her girls from being too noisy in the lunch room by dictating stenography to them as soon as they had finished their luncheons. When it was suggested to her that this was a little hard on the girls, the captain replied that they liked to use their luncheon period that way "and it keeps them quiet."

A recorder reported at a council that she had met a noisy group of girls in the hall, but that when she spoke to them "in a low manner" they became quiet.

At every period of the day one marshal is appointed as supervisor, to take the attendance of all the marshals on duty and to help them, if necessary. On a very busy day in June a marshal from an upper floor came to a dean in the office and said, "There are two girls on my floor who won't go away, won't give their names, show their programs, or tell why they are there. I think they have been dismissed for the day." The supervisor for the period happened to be in the office. As she was a girl who had shown judgment in previous difficulties, the dean said to her, "Will you please go to the sixth floor and see what the trouble is. Settle it yourself if you can,

and if you can't, bring the two girls here." In ten minutes the supervisor came back and made this brief statement, "Miss ———, it is settled."

A letter from a captain shows that these young officers meet difficulties with much the same emotions and reactions as older persons do.

To the Dean,
Dear Madam:

I am the Captain of Section ———. As I am a first term student, I am not acquainted with the rules and regulations of this wonderful high school, but I was always taught in elementary school, above everything else, the essentials of good order and courtesy. Living up to this motto, I, as captain, try to have the girls under my charge conduct themselves always as ladies during the recitation classes and during the changing of classes. But in endeavoring to execute this duty as captain, I fail. There are a few girls (one of whom is the real instigator) who do not pay the least attention to my rebukes. I have warned this particular girl time and again, but she does not take heed. I have even threatened to see to this matter by informing my section teacher of it. This did not frighten her, but, instead, she declared she did not care.

So I know that you, as dean, will have this matter attended to, for if not, I shall find it expedient to resign my position as captain. I dislike very much to do this, for I determined at the beginning to try to do my duty to help this school be an example of obedience and courtesy always.

Respectfully yours,

Elsie ———
Captain of ———

A conference between Elsie and "the real instigator" and a few words of admonition to the class seemed to remedy the difficulty, as Elsie did not "find it expedient to resign her position." Her high seriousness and faithfulness made her a valuable leader throughout her course.

Types of Student Organization in Greater New York.—In May, 1923, a letter was sent to each of the thirty high schools of Greater New York, asking what was being done in an organized way to train students in responsibility for developing and maintaining standards of conduct, manners, and good taste. The object of the inquiry was

to discover what plans for this training were working effectively.

Replies were received from 24 of the 30 high schools. Of these 24 schools, 21 reported organizations for training students in responsibility.

The 21 student organizations are of the following types:

Student self-government associations	8
Service leagues	5
Student squads	4
Personality character committees	1
Arista leagues	3

A number of these schools have more than one kind of organization, but each school was listed under the type of organization from which students are mainly chosen for definite duties and responsibilities. For instance, two schools have service leagues as departments of their student government activities; and nearly all have Arista leagues (chosen for high standing in scholarship and character) as well as the organizations under which they were listed.

Duties of Students.—The reports indicated a good deal of similarity in the work done by students, whether they were called student officers, members of service leagues, squad men, personality representatives, or Arista girls and boys.

The duties included:

- Patrolling halls during periods.
- Directing traffic between periods.
- Directing traffic in fire drills.
- Guarding exits.
- Watching wardrobes to prevent theft.
- Escorting visitors.
- Distributing milk.
- Helping backward pupils.
- Responsibility for neatness and order in lunch rooms.
- Helping with order at assemblies.
- Making minor repairs.
- Charge of infirmary.
- Care of neatness of building.
- Care of neatness of neighborhoods.

Helping program and promotion committees.

Office work.

Printing and mimeographing.

Helping in book room.

Assistance in library.

Assistance in school bank.

Supervision of students' rooms.

Assistance with lost and found articles.

Assistance in study halls.

Ushering at public functions.

Control of conduct on street.*

The Spirit of the Student Body.—It is evident that the duties assumed by students, or assigned to them, have grown out of the real needs of the various schools, and out of a perception that these things could be well done by the girls and boys, to the lasting good of the doers and of the school community.

It is apparent also that there may be student initiative and responsibility under a service league or squad organization, as well as under a self-government association. At Morris High School it has been found that the judgment of the student executive council can be increasingly trusted in matters of discipline. This council has investigated several serious cases of dishonesty and made recommendations that were carried out by the principal. The boys on the Dotey Squad at De Witt Clinton High School understand that they are "responsible for the general maintenance of student discipline at all times," and an observer at this school, Miss Esca G. Rodger, writing in the *American Boy* for June, 1923, says, "Every squad man is encouraged to feel keen responsibility, and is given real power in his province." The spirit of the student body is the main thing, not the machinery of the organization. "The letter killeth, but the spirit giveth life."

* Edith M. Tuttle, "Student Responsibility for Standards in Conduct, Manners, and Taste," in "Character Education in High Schools," a Report of the Committee on Character Education, Board of Education, New York City, Aug., 1924, pp. 58-60.

The Importance of Organization.—There must be some sort of organization, however, through which the spirit of the students can work. There should be opportunity for full and frequent discussion, and for student initiative, such as has been provided since 1914 at Washington Irving High School by the weekly councils of student officers representing 180 sections. There must also be the chance for students to practise definite responsibilities. The impulse to right action can come from the councils, and the school can furnish a drill field for the practice of virtue, both individual and social.

The Best Type of Organization.—Every school must develop its student organization out of its own needs.* To try to impose any machinery that has worked well elsewhere may be fatal. Student self-government seems to be based on principles that indicate it to be the best type of organization for high schools. These principles, as understood by teachers in high schools where some form of student government is in successful operation, are as follows:

1. Its aim is to teach students to work out the principles of democracy and good citizenship in their school life.

2. It is neither an autocracy of students, nor a system of monitors. It does not turn over the management of a school to the students, but the principal and teachers delegate to them responsibilities within their powers, with the chance for initiative, and give them adequate authority for the discharge of these responsibilities.

3. An essential for the success of student government is a dean or teacher adviser who is allowed time to act as the guide, counselor, and friend of the students in their self-government activities.

For those who may wish definite suggestions about how to start a student government, the following is copied, by permission, from Mrs. Lillian K. Wyman's preface to the William Penn pamphlet on this subject:

* See Appendix and Selected Reading.

It must be understood from the outset that this is no crutch for the support of a weak faculty. The real teaching of democracy is always more strenuous than the practising of mere autocracy. But it is also more worth while.

From our own experience we are inclined to say that there are certain necessary elements in successfully launching this project:

1. The principal must be thoroughly in sympathy with the idea and ready always to give it his hearty support.

2. The faculty must give constant cordial coöperation and constructive criticism.

3. The faculty adviser or sponsor, chosen by the principal, should give all of her time to the work in any school of over a thousand students.

4. The request for student government should come from the pupils themselves and be carried out by them, properly guided and supervised.

The failure successfully to establish student government, we have observed, has generally come from one or more of the following causes:

1. Having the system imposed from above. It should come from below, enthusiastically backed by the students.

2. Trying to impose on a school, not ready for it, a highly developed system, successful elsewhere, but unsuited to local conditions. Student government should be begun in a small way and worked out gradually as occasion demands.

3. Uninterested or unsympathetic attitude of principal or faculty.

4. Lack of any one person, a dean, adviser, sponsor, or whatever he or she may be called, who has at least some administrative and executive ability and sympathetic understanding of young folks, who is responsible for its success, and *who believes in it*.

RECOMMENDATIONS

As a result of the foregoing study, the following recommendations were made as part of the report of the Committee on Character Education of the high schools of Greater New York:

1. That organized efforts be continued in all the high schools of Greater New York to train students in responsibility for standards of conduct, manners and taste, so as to:

- a. Develop individual character.

- b. Train leaders.

- c. Foster civic spirit.

- d. Help in school administration.

2. That student organizations for this purpose develop as much as possible the spirit and the form of student self-government.

3. That these organizations aim to train in responsibility as many girls and boys as possible, including those of the first year.

4. That efforts be made through these organizations to train our children in virtues that reach beyond the school, such as cleanliness of thought and the ideals and practice of honesty.

5. That provision be made in every school for proper supervision, by some one teacher, or committee of teachers, of the work of students who assume responsibilities, and that these teachers be given sufficient time allowance for this work to make it effective.*

Limitations of Student Government.—The limitations of student government are easy to state. It is not a cure-all; it can be made an efficient mechanism for the normal functioning at their best of most of the instincts of adolescent youth. It is most important to find out by gradual trial what sort of responsibilities students in any given school can take, and to give these, and not others which should not be thrust upon the students.

It will be evident that high school students do not manage their student government unassisted. In William Penn, one sponsor, and in Washington Irving, two deans, give a part of their time to acting as advisers to the student government and allied activities. The students are glad to have this help—in fact, they never seem to dream that they could do without it, and there is no friction in the relations of students and teacher advisers. These advisers are teachers of conduct, of manners, of democracy.

Evaluation of Student Government.—Student government must always be a spirit rather than a mechanism. Those who work with the springs of conduct in youth recognize the eagerness of youth, now as always, to rise to the spirit of the Puritans, as Professor Stuart P. Sherman has defined it in the *Atlantic Monthly*, to see “a vision of a better life, to accept a discipline in order to attain that better life,” and to work “to make that better life prevail.” Student government fosters the development of those manners which, Walter Pater says, “are,

“Character Education in High Schools,” a Report of the Committee on Character Education, Board of Education, New York City, Aug., 1924, pp. 68-69.

in the deepest as in the simplest sense, morals." The measure of success of a school is not how rich its ex-students become in material things, but how rich they become in the fundamental virtues that make character and in the power to be good citizens. Those who have these riches and this power have the best chance of leading society past the dangers of autocracy on the one hand and of anarchy on the other, to a wider justice and a deeper kindness in the social relations of the future.

For this training in character and in citizenship, student government in schools seems, to those who know it, a most workable means.

CHAPTER VIII

OTHER METHODS FOR CHARACTER EDUCATION

USING A STUDENT'S SUGGESTIONS

It was the middle of a busy morning in the early spring of 1920. The dean was writing down the high points in the story of a maladjusted girl's readjustment to school and home. She suddenly became aware of someone standing beside her desk. It was Helen Meinova, honor student in scholarship and conduct, captain of her class, and nominee for the Governing Council, her face serious, her dark eyes deeply thoughtful with the problem she wanted to present.

"You have read in the papers about the overall clubs and the gingham societies in the colleges," she began. "Don't you think that we ought to get all our girls to wear gingham dresses?"

So the latest war-time fad was announced in the school.

"How shall we do it?" queried the dean.

"Can we not have each captain tell her section that every girl must wear no dresses except ginghams?"

But what was the object of the overall and gingham clubs? Economy. Would gingham necessarily be economical in a large city where laundering is a problem? And last year's dresses of silk or wool, what about them? Were they to be forbidden? Disconcerting aspects of the case were these, but a practical idea began to take form.

"Might we do this, then:—word a resolution upon economy in dress and have it presented in each council of officers?"

Discussion in Officers' Councils.—This seemed a safe way to begin, for in the councils a full exchange of opinion

would be secured from a representative number of girls, so that it would be possible to anticipate the way in which the idea would be received by the whole student body. To become an adopted resolution, the constitution of the student government requires that a resolution be passed by captains, lieutenants, and recorders—the three section officers. As these officers met consecutively at intervals of a week, there would be time for each to report to her section and hear the discussion before the next officer was called upon to vote in council. The captains who voted upon it first would report it to their sections. The lieutenants would hear this discussion and report in their council on what their girls thought about it. The lieutenants would then vote with some idea of public opinion, corrected and supplemented by the discussion in their council. The lieutenants, reporting results thus far to their sections, would reopen discussion there and prepare the recorder for a vote upon the question that would have been before each section of the whole student body for two full weeks. In this way hasty or unpopular action on the resolution would be prevented.

Safety First Methods.—Helen went to word the resolution, a piece of composition which she found surprisingly difficult in view of its brevity. Finally, on the following day, the original suggestion that five thousand girls be required to wear gingham dresses was modified to this inoffensive resolution:

RESOLVED, That to assist in reducing the present high prices we recommend that Washington Irving girls refrain if possible from buying new clothing, and if they must buy anything, that it be simple and suitable for school wear, such as the middy blouse.

Presentation by Chairmen.—Worded in this way, the resolution was typed into the order of business for the chairman and presented for discussion by her. The chairman of each council was a member of the Governing Council, and had heard it discussed in Governing Council meeting. She had been able to clear up with the dean any of her difficulties with it before meeting the discussion

she must lead in the large councils of representatives of all the sections of the school. This gave her confidence and developed her qualities of leadership as a presiding officer.* In Helen's council of captains, however, Helen presented the resolution, since she had originated it, and was ably assisted by the chairman, who was already familiar with it.

Questions.—The resolution was passed in all councils after lively discussions, in which such questions as these were asked and answered from the floor:

Has the school the right to dictate as to what a girl shall wear?

Suppose a girl does not obey this resolution, how is it to be enforced?

What is the duty of the officers in enforcing this resolution?

If a girl wears a silk dress instead of a middie blouse or gingham, will she be sent home to change?

In the answers to these questions the traits one loves to see in youth flashed out—consideration for others, tolerance, war-time loyalty, thrift, ingenuity, control of vanity, deference to the opinions of others—and sometimes the traits that need to be curbed—undue severity, bossiness, priggishness. The majority ruled by their adherence to a high standard of right.

The Effect on the School.—Reactions appeared for some time. One officer came to the dean and said, "Mary Martin is wearing a silk dress and it looks new. What shall I do about it?"

What could be done about it? The money was spent. But the preponderance of middies and simple wash dresses throughout the school strengthened the satisfaction the girls felt in having popular approval of personal sacrifice or of economic necessity, as the actual case may have been.

* See Appendix.

By-Products.—In the hall one day a girl confided to the dean, "My mother says I may wear wash dresses every day if I will help with the ironing"—a double bearing here upon the habit of helping mother, not an over-popular pursuit with adolescents.

So Washington Irving escaped gingham societies.

This is a literal account of the history of one resolution. Of the others listed in Chapter VII some had similar histories and others were initiated by the deans, who felt that the attention of the school should be directed to the subjects in them.

THE ROUT OF THE "SHIFTERS"

The school was as prompt in meeting the influx of the "Shifters" in 1922. This curious organization leaped in full form from the head of some youthful self-appointed Jupiter, no one seems quite sure from whom, when, or where. An ordinary office paper clip was the badge of membership. Since paper clips could be secured from office or father's desk or for a few cents by the hundred, and membership secured by merely wearing a clip, the number of members ran into the thousands within a week, most of whom knew nothing at all about what this new secret society stood for.

Dangers.—Gradually, members began to learn what the Shifters stood for. The clip, worn on cap, blouse, or coat, permitted complete strangers to assume the full privileges of close friendship. High school girls, addressed familiarly by strange but handsome high school boys, were thrilled rather than shocked by the adventure, but when the Shifter privilege brought familiarity from impertinent men and boys in cars and on the street, the most daring girl drew back with instinctive shrinking from the dangers of the situation.

Dues.—The "pledge of brotherhood" in membership was the giving of any gift demanded to the Shifter who asked for it. At first the expense of silk hose, bracelets, treats, did not seem appalling as dues in the cause of

"universal brotherhood," but when \$10 slipped from one high school girl's allowance in a week, bankrupting her for the rest of the month, she removed her clip and repudiated membership in such a piratical society. Even the lure of secrecy was soon gone, for no one kept the secret of what being a Shifter meant. Even the newspapers printed its supposed articles of faith in detail. Everyone is now familiar with the sky-rocketing career of the Shifters, for scarcely a school or a home in the vicinity escaped a temporary collision with it.

The Force of Public Opinion.—At Washington Irving the Shifters vanished in about two weeks, as suddenly as it had appeared, swept out by the force of public opinion, expressed in the following resolution passed in all councils of officers:

RESOLVED, That we disapprove of the Shifters, and that when we see girls wearing the Shifter badge we will tell them what this means and will warn them against belonging to the organization.

Guided by Teachers.—This action on the part of the student officers was strengthened by an explanation in a diary notice to all teachers, asking them to give full publicity in section periods to the undesirable features of the Shifters. Regular councils of officers and daily section periods, with free discussion, both guided by teachers, furnish excellent opportunities for prompt and effective influence upon public opinion in the student body. Discussions in councils of officers take the trend of what is good for the school as a whole. Each officer then tries to bring her section group to the standards approved by the councils. Discussions in section periods tend to help the individual to see her personal conduct in its relation to others and to the standard expected. The more spontaneous these discussions are, the more likely is it that the approved standards will be expressed in action later on. It is a constant surprise and satisfaction to older people to hear the highest standards of responsibility, duty, honor, and unselfish service spontaneously expressed in frank, unselfconscious speeches by boys and

girls in group meetings. Thought out under such conditions, the subject is valued far more by youth than when it is laid down in precepts by their elders.

Time for Discussion.—To secure any good results in such discussions, ample time must be allowed for them. Some schools have the plan of a fifteen minute daily home-room period. Another has a weekly forty-five minute study period in the home room for everyone in the school. To see that the subject is left with the emphasis on the right aspects of it, a long enough period for discussion is imperative. The opportunities in such discussions for training in citizenship, leadership, a sense of right behavior, and the accepted civic virtues are so important in the education of our youth that some schools place the period for it within the time allowance of the school program. When this is done, all are given training in the understanding and appreciation of standards of right.

ETHICAL CODES

When discussions have followed such lines as honesty, dependability, and loyalty, some briefly worded school motto or code helps to summarize in a quotable form the main ideas presented. All schools have mottos and perhaps symbols, too, as the Roman lamp for Intelligence, the distaff for Industry, the heart for Integrity. In decorations of cards and posters, in school pins or papers, the art classes can use the symbols to good advantage in stimulating school loyalty. Codes are longer, more inclusive, and more personal in application.

What Is a Code?—A girl stepped out of an elevator line and crossed the foyer to speak to the dean. "What is a code?" she asked. "Our English teacher has asked us to write codes to bring in tomorrow. What does she mean by a code?"

Questions That Arise.—Just what is a code, and what types of codes may high school students be expected to draw up for guides in conduct? What are the basic civic

virtues we hear so much about? Which should be selected and how may they briefly be set down in a form acceptable to everybody, boys and girls, parents, teachers? A project indeed, worthy of the best thought of a department of English!

Methods of Composition.—Codes began to be formulated and to live through the stages of their growing pains. Day by day the best ones passed muster in committees of students and were handed to the teachers of English in forms that might have been called compositions. In some cases the teachers took class votes, after further discussion, and the codes receiving the majority of the votes were sent on to represent the recitation group. The results were codes that were composite collections of the best thought of the group, sometimes only one final code being submitted from the group in the competition.

In Committee of Student Officers.—A committee of student officers was called by the dean to go over the best codes submitted, in the effort to get the very best one to be adopted as the code for the school. With the dean's help this committee combined and reworded and omitted until one code had been built up.

In Committee of Teachers.—This code was revised by the principal, the deans, the chairman of the English Department, and a few teachers especially blessed with the gift of words. The word "code" was dropped because of its difficulty of definition, and the title "Standards of Right" was substituted. The dean was delegated to see the code through its course of illustration, printing, and distribution to each of the 5,200 girls and teachers in the school. It was decided that the treasury of the students' association should pay the cost.

In the Art Department.—An appeal was then made to the ever-helpful art department. The trade art class took "Standards of Right" and illustrated it with a border of the school flower, the daisy, topped by the school







Standards of Right



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Washington Irving High School


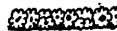
To serve faithfully our God, our country, and
our school;   



To obey the law;   

To be honest in thought, word, and deed; 

To keep clean in body and mind;  

To do our work earnestly as a part of our loyalty
to parents, to teachers, and to student officers;

To practise thrift by caring for the property
of others and by making the best use of our
own time and possessions;  

To be courteous by doing unto others as we
would have others do unto us;  

To live up to our school motto:  

Intelligence  Industry  Integrity

Washington Irving expects every girl to maintain these standards.

Compiled by Students and Teachers in English Classes 1922.

monogram, and flanked by the symbols of the school motto, the lamp, the distaff, and the heart. With the addition of decorative lettering, the card became truly artistic, and when hand colored on the buff background it is a very attractive souvenir.

Teaching It.—In the fall of 1922 the "Standards of Right" card was given to each girl in the school. On the first day of each term since then the aide to the first term class has given one to each of the new girls. Soon after that the teacher of English teaches the "Standards of Right" and in the classes of the upper grades the card is reviewed once a year. Would that magic glasses might let one see the influence of that silent announcement of standards of right in the homes of thousands of girls where the beauty of its form is certain to give it a conspicuous place near the framed copy of the cherished elementary school diploma!

General Approval of the Standards.—The fact that this code was the composite effort of many girls, some teachers, and the principal takes from it the odium of being "preachy stuff handed out by dear teacher." The students know, too, that the majority of their number show their approval of the principles in it by their daily conduct. More than half of the entire student body has received averages of A in conduct for six terms, a fact announced each term in the weekly newspaper. This does not include those who had a B plus as an average, or a B, which are also ratings that indicate many good responses in behavior. The students know that officers and Governing Council girls believe these standards worth while as guides for daily living. One Governing Council girl in four years received 130 A's in conduct from her teachers, rated twice a term for eight terms—and she was not the only one. It is not a standard that is too impossible of reasonable attainment. To be a candidate for high office the girls expect the nominee to be "the right kind of girl" and the right kind of girl is

one who is reverent, patriotic, loyal, obedient, honest, clean-minded, neat, good in her work, thrifty, courteous, kind. All girls are some of these things, some are all of them. So the code has proved to be a workable standard for inspiration.

A Vital Question.—Someone has said that anything you want you can get if you work hard enough for it. All teachers and parents want boys and girls to have such qualities as these. What is the best way to work hard enough to get them? This is a vital question in our nation today.

Who Suggested Writing Codes?—The original suggestion that codes be written in the New York City high schools did not come from students. Dr. Clarence E. Meleney, then Associate Superintendent in charge of high schools, was deeply impressed with the fact that most of the crime in the country is committed by boys and girls under twenty-one years of age, that is, of high school age. The daily papers were filled with the records of these crimes. What could be done to prevent crime and safeguard our youth? To answer that question in practical ways, Dr. Meleney asked each principal to name two teachers in his high school and to send them to a conference in May, 1922. There, subcommittees were appointed to make various studies and surveys, later to be printed and distributed among the high schools for mutual benefit.* Dr. Meleney then suggested that each high school work out a code for the sake of the benefit that would result to the boys and girls from discussion, study, and effort to word clearly accepted standards of right. The Washington Irving code was made a project before the close of the term and distributed to all the students in September, 1922.

* "Character Education in High Schools," Report of the Committee on Character Education, Board of Education, New York, Aug., 1924.

THE PLACE OF CODES IN CHARACTER EDUCATION

A subcommittee made a survey in the winter of 1924 in the New York City high schools on "The Place of Codes in Character Education," with Mr. John L. Foley as chairman. The report opens with the following quotation from "Character Education Methods," Character Education Institute, Washington, D. C.:

The power of the collective will is the real control of conduct. The power of public opinion in society and in the state resides in the collective judgments of approval and disapproval that play among individuals. From this there is no escape. This power should have full play in school life, and will do so if the teacher will stand sufficiently out of the way to let it express itself.*

Mr. Foley goes on to say, "The principle back of any code is the implicit appeal to the power of the collective will as a controlling force over right conduct." He cites as illustrations three different groups of business and professional men that have resolved on codes in accordance with this principle. Mr. Foley points out that:

The motive force of the codes of the Boy Scouts and the Campfire Girls is well known. If such codes outside of school secure the admirable response they have called forth, is it not logical to assume that similar rules made and adopted by pupils, within and for their schools, would achieve results equally desirable?

Mr. Foley writes:

Another declaration of student responsibility is the one framed by the students of the High School of Commerce (a school for boys only), where the General Organization through a council of its representatives unanimously adopted

"A COMMERCE MAN'S CODE"

"We, the students of the High School of Commerce in the City of New York, desire ourselves as Commerce men to be:

Loyal and obedient to parents, teachers, and those in authority.
Clean and honest in speech, thoughts, and habits.
Cheerful and friendly to all.

* "Character Education in High Schools," Report of the Committee on Character Education, Board of Education, New York, Aug., 1924.

Sportsmanlike in athletics.

Punctual in meeting our obligations.

Courageous in standing up for what is fair and right.

Thrifty in caring for public and private property.

Industrious in using our time and opportunities.

Helpful and courteous to others as we would have them be to us.

Faithful in serving our school, our country, and our God."

Adopted by unanimous vote of the Council of the General Organization, The High School of Commerce, New York City.*

The Pledge.—Other schools stated their principles in a code worded as a pledge, uniting in certain groups abstract principles with concrete application of such aspirations. Examples of these types were received from schools for both boys and girls, as well as from schools for boys and for girls separately. The argument, then, that such methods of character education appeal to girls but will not appeal to boys is not proved by this investigation in the high schools of New York City. For example, Morris High School, a large school for boys and girls, adopted the code in the form of this pledge, which was printed on paper suitable for pasting on the inside cover of pupils' note-books:

MORRIS HIGH SCHOOL STUDENTS' CREED

I have here set down these principles which I will do my best to observe to the end that our school and her future classes shall benefit thereby, and that I myself shall leave her halls fortified more strongly in body, mind, and character to live and work in accordance with those ideals for which our school stands.

I will try:

1. To speak the truth.
2. Never to take unfair advantage of my competitors in games or school work.
3. To improve my scholarship.
4. To be clean in thought, speech, and deed.
5. To be charitable in act and thought.
6. To aid the weak.
7. To be courteous.
8. To be worthy of trust.
9. To put honor before worldly gain.

* "Character Education in High Schools," Report of the Committee on Character Education, Board of Education, New York, Aug., 1924.

10. To do all in my power to make our school a better place for my having been a student there, with the knowledge that by so doing I can best serve my city, my state, and my country.*

The Dean's Use of the School Code.—With a clearly worded code, stating the principles that should govern their relationships in their daily living, drawn up and approved by students and teachers, the dean can count upon some general knowledge of the standards of right being acquired by all the students. These principles of right conduct, which have been approved by all in theory, may be referred to in discussions in officers' councils when ways of preventing cutting, cheating, or other dishonorable behavior are being considered. Officers, teachers, and dean are strengthened in their influence with individual wrong-doers by having at hand such clearly stated and approved principles of right behavior to quote. In the printed code, the weight of public opinion is specifically thrown upon the side of doing what is right. It states to the reason of boys and girls the ethical and religious principles that should guide their lives. Some are helped by such concrete statements and inspired to live up to the ideals embodied in them. Others, weaker in will and control of emotions, learn the truth of such principles of right through being helped over the wrong-doing into which they have fallen. Through such codes the school may give to all its students the accepted bases of ethical, moral, and religious living that are accepted by all right-thinking people. Practice in living every day according to the principles in the code should be supplied in student government, in extra-curricular activities, and in all the relationships of school life. The conscious effort to live by the principles in the code through the trials, temptations, duties, responsibilities, and opportunities of daily school life helps to develop the best type of character in boys and girls. The school may give such training in the accepted standards

* "Character Education in High Schools," Report of the Committee on Character Education, Board of Education, New York, Aug., 1924, p. 30.

of right conduct as a part of the knowledge of right living with which education tries to equip our youth.

SPEECHES IN ASSEMBLY

Campaign Week at Washington Irving High School! Bits of conversation picked up as six hundred girls entered the auditorium for the forty-minute assembly period expressed their interest in the candidates. Which seven would be the best girls to serve their school on the Governing Council when all fourteen candidates had such fine records in conduct, scholarship, and service to the school? This was the question each must answer at the polls the following Monday.

By Students.—The candidates sat on the platform, waiting with assumed dignity and poise for their turns to speak. Each two-minute speech, repeated in all assemblies, would present the ideas of each candidate to the voters of the school.

Those precious, fateful, dreaded, longed-for two minutes! Each girl wondered if she had chosen the best things to say. At the end of the preceding term she had been present at a meeting of all nominees with the dean. There, themes for campaign speeches had been discussed, and Honesty had been chosen unanimously, so that the candidates might strengthen the project about honesty that was being taken up by the whole school in English classes. The first week of the present term she had prepared a two-minute speech without help from any teacher and had given it in an officers' council. Her effort had been so well received that she was one of the two receiving the coveted place on the ballot as candidates. Then she had revamped her speech with the help of the dean and had practised delivery with the teacher of elocution for the disconcertingly large audiences in eight assemblies. The hour had come. The audience became attentively silent during the organ prelude. A girl chairman read:

A good name is rather to be chosen than great riches, and loving favor rather than silver and gold.

The simple believeth every word: but the prudent man looketh well to his going.

Happy is the man that findeth wisdom, and the man that getteth understanding.

For the Lord giveth wisdom: out of his mouth cometh knowledge and understanding.

The salute to the flag and "America the Beautiful" followed. A moment of transition and expectancy and the chairman stood at her desk to announce the speakers.

The candidate found herself bowing to the chairman and stepping forward with a smile of greeting for the audience and beginning, in a dream of freshman days come true at last, the speech so faithfully conned that no trick of startled nerves could switch it from her memory.

"Use your two minutes to help the school to be a better school. Whether you are elected or not, give your audience something inspiring to remember," she had been advised.

The thought steadied the voice and banished nervousness with the first words of the message into which her best was to go.

When I entered Washington Irving two years ago, I was delighted with two traits that were most prominent in the girls I came in contact with in this school. These traits were earnestness of purpose and frankness of character. The thought of these two traits brings me to my subject today, Honesty and Industry.

Taken as a whole, the girls of Washington Irving are both honest and industrious. Most girls after an eight-year elementary school course realize that it is the honest, industrious girl who reaches the goal of her ambitions and wins the love and esteem of her fellow students and teachers. If the girl is honest and industrious in elementary school, she will naturally be the same in high school.

Now the girl who is honest in her work, honest in her friendships, honest in her games, is honest with herself and with all about her. Honesty and industry work hand in hand, and to achieve any success in this school or in any position, we must strengthen these habits daily.

I remember distinctly a dictation lesson in our 7B speller. It read, "The true spirit of American sportsmanship is fair play and no favorites, and may the best man win." Would not this little quotation be worth memorizing to remind ourselves of our true aim in life?

"Fair play and no favorites and may the best man win," or honesty and industry in work or play.*

More such speeches, and then six hundred girls filed out of the auditorium at the end of the period to debate again in the corridors the question now more perplexing than ever, "Which one is the best girl for the position? What a pity that all may not be elected since all are so fine, but then there would be no fun in the race!"

Such assembly speeches on ethical and moral subjects, given by students to students, have an inspirational effect upon character and behavior that cannot be definitely measured. Every teacher, however, can give evidence that the subtle influence of such instruction is helpful in the life of a school. When these speeches come naturally in the course of regular elections of school leaders in students' associations, there is about them more of the atmosphere of "stating one's platform" than of the self-righteous preaching that stalks in the shadow of the teacher's ethical talks in assembly. Right standards filtered through the mind of a girl or boy in the solution of his own knowledge and experience are seen in their true colors by his peers and are accepted by them as his sincere scientific effort to find out the puzzling meaning of human relationships.

By Adults.—It is helpful, however, to have assembly talks once or twice a term by the principal, the dean, a teacher, or a visiting speaker carefully chosen for special ability to interest boys and girls. If some school occasion suggests the topics for these talks and illustrative stories are well within the knowledge and experience of the listeners, some good reactions in better behavior responses are noted in many of the students. It is a method of appeal that is too often used so very badly that it does more harm than good, but when used at its best it is too forceful and far reaching in its influence and effect to be wholly condemned in school procedure.

* *The Mirror*, published by Washington Irving High School, Mar. 19, 1924.

ARTICLES IN SCHOOL PAPERS

The school publications may be made a strengthening support of all methods of setting standards of right behavior. The weekly newspaper may summarize in its news items campaign speeches and assembly talks and give publicity to honor weeks, honesty projects, and all other good devices in the cause of better adjustments to social and personal living. One school newspaper maintains a column headed "A Rôle of Honor" and narrates such instances as these true incidents, observed and written up by students or teachers.

A RÔLE OF HONOR

Sometime in January, Martha Moreland, then in Section 227, found a purse containing nearly two dollars in the room that she entered for her twelfth period. Her motto is not the easy one, "Finding is keeping." She realized at once that the girl who had lost the purse would not only feel dismay but might even be seriously inconvenienced. She asked permission to take it at once to Room 115. It happened that the loss of a purse had been reported there; accordingly, the dean immediately sent word to the teacher who had made the report. As a consequence, Lorette Hayes had the satisfaction of finding what she had given up as permanently lost. More and more in Washington Irving we see that the old idea that "all who find keep" is giving way. Instead, in the majority of cases, the one who finds puts herself to a great deal of trouble to return to the rightful owner what has been lost.*

We wish we knew her name, but it isn't necessary. She was a Washington Irving girl. That is enough to identify her. We had struggled onto an express train at 14th Street in the morning rush hour, and had battled our way to a strap, prepared to accept what was an obvious and inevitable fate, when somebody called us by name. There behind was this girl, offering the seat which she had herself acquired at no small cost. Doubtless, it wouldn't have harmed us to stand, but that little act suddenly brightened the whole subway system. It brought a sense of "spacious times" and courtly manners, which was not lost even on the thronging strangers who observed it. And though we couldn't call her by name, our hearts thrilled at the thought that she was "one of ours."

It is the little things that make up the joy of life.†

* *The Mirror*, Mar. 5, 1924.

† *The Mirror*, Dec. 12, 1923.

The school monthly magazine in poetry, book review, theatre news, or story may set standards of social relationships in a more literary style of writing. In both the newspaper and the magazine the guiding hand of the teacher adviser uses student ideas and compositions in the service of a better school citizenship. The best secondary school publications seek a higher level of subject matter than the jokes, knocks, and personalities of the output of a decade ago, their advisers realizing the ethical and literary value of a better use of the limited space in these useful organs of school life.

PROJECTS FOR THE WHOLE SCHOOL

Several schools have tried the use of intensive campaigns about honesty, honor, and personality. An account of one at Washington Irving High School will outline some of the methods used. Honesty was chosen as the theme. During the fall of 1923, student officers gave a part of each council to the discussion of such practical subjects as honesty in home work and class work, both oral and written, honesty in following one's program, honesty about reports and notes of excuse, honesty about property. This was preliminary preparation for the campaign that was carried forward in February and March, 1924.

A Textbook on Honesty.—Helpful stories were secured from "The Honesty Book," published by the National Surety Company in their educational campaign to reduce the losses incurred through the dishonesty of employees bonded by them. Twenty-four copies were used by the chairmen of the councils in their preparation to lead the discussions on honesty. Nominees for the Governing Council used them in preparing campaign speeches to be given in councils in February and in assemblies in March. Teachers of English used them when the project about honesty was being developed in their classes. "The Honesty Book" is helpful because it shows boys and girls that a large bonding house looks upon honesty as a necessity in conducting successful business.

The Helpful Experience of William Penn High School.—William Penn High School had conducted "The Honor and Honesty Campaign of the Students' Association" in May, 1923. Mrs. Lillian K. Wyman, Sponsor for Students' Activities, very helpfully loaned the outlines to Washington Irving High School and gave permission for their use in any way that seemed practicable. The outlines that follow cover topics partly taken from the William Penn High School outline and partly arranged by the deans of Washington Irving High School.

Preparation for the Campaign in Teachers' Meetings.—At meetings of all the teachers of Washington Irving High School on February 11, 1924, the principal and teachers gave short talks on various aspects of honesty upon the following topics:

1. The Need for Instruction in the Practice of Honesty.—The Principal.

2. Honesty in Tests and Examinations.—A teacher of English.

3. Honesty in Home Work.—The Chairman of the History Department.

4. Originality as a Form of Honesty: a. In oral and written work.—The Chairman of the English Department. b. In handwork.—A teacher of sewing.

5. Accuracy as a Form of Honesty.—Teachers of mathematics, stenography, cooking, and art.

6. Accuracy of Statement.—Administrative Assistants: a. In excuses for lateness and absence and in explanations in the office. b. Hyperbole and exaggeration for effect versus clearness, force, and brevity.

7. The Property Committee. What is it? What does it do?—Two teachers of home-room sections. (The property committee is a group of three girls in each section whose duties are to see that each girl takes care of her own belongings at wardrobes and in classrooms.)

The teachers' councils approved the plan of having a campaign on the subject of honesty.

Publicity in the "Mirror."—The plan of the campaign was also announced to students in the "Mirror," in February, 1924.

THE PRACTICE OF HONESTY

The teachers and the officers at Washington Irving believe that the way to grow more "perfect" day by day is "to practise." Every-

one is willing to apply the old adage, "Practice makes perfect," to trimming a hat or to writing a sonnet, but do we all think of applying it to growing in honesty? Do we agree with Tillotson, "Integrity gains strength by use"? Our teachers and our officers have voted to concentrate our attention upon honesty this term in a campaign for a better understanding of what honesty means and a strengthening of the habit of honesty in every Washington Irving girl.

When the subject was suggested in officers' councils last term, many ideas were given to make our campaign a real help to every girl. Some suggested that the subject of honesty be discussed in English classes and stories, essays, poems, and plays be written on this theme. The best of these might be given in assemblies or in classes, or printed in the "Mirror" or in the "Sketch Book." For fear that these overcrowded publications will not have space enough for our very best, it has been suggested that a permanent form be given to them in a book to be printed so that every girl may own her own copy. The teachers of English will keep the book in mind and will encourage and direct your efforts to write really interesting material. Keep the book in mind yourself, Washington Irving girls, and gather for it what you want in it to keep always as you keep your Standards of Right, your Officers' Day cards, your Order of the Daisy tags, your Handbook, your English Syllabus.

Watch for the honest deeds that you see all about you and do as many as you can yourself each day. Follow your program, hand in honest lessons, take care of property honestly, sign your name honestly, think of the right use of your money, and you will prove the truth of Tillotson's words, "Integrity gains strength by use."

In the Department of English.—The Department of English accepted the campaign as a project in English classes with the aims:

1. To teach Honor and Honesty by precept and by practice.
2. To gather into a book material on the subject from literature, from the work of the girls based on their experience and in composition of poems, plays, stories, and essays—whatever may furnish a helpful body of material for each girl to own. It is planned to have this book illustrated by students in the art course.

Each teacher of English was asked to keep in a folder material gathered that might be suitable for the book on honesty. A committee of teachers of English, the chairman of the department, and the deans were to make the final selections for the book. A book was not published, but a good deal of material was presented by the girls

for consideration. It did not seem advisable to give any of it permanent form in a printed book.

The Outlines.—The following outlines were furnished to the teachers of English to be given to each student. The subjects in them were freely discussed. They were to be filled out by any methods and with any changes and additions that each teacher wished to make.

ON HONESTY

Virtuous, fair, and fortunate, the listening youth
Who follows fearlessly the torch of truth.

Honesty in Work

Pledge: "I believe that cheating is foolish and wrong. I believe that honesty is wise and right. I therefore pledge my support to the effort to stop all dishonesty in this school. I myself will not cheat. I will help other girls to stop cheating." (Handbook, p. 26.)

Kinds of cheating.

1. Copying home work.
2. Copying in tests and examinations from one's neighbor or from books or papers.
3. "Using as one's own the ideas or words of another." (Definition of "plagiarism," in Webster's Dictionary.)
4. Prompting in oral recitation or at the blackboard.
5. Prompting in games, or playing unfairly.
6. Taking another's turn at elevator lines or lunch counter.

Reasons for honesty.

1. A conscience free from fear. Learn your own lessons every day.
2. Parents are more disappointed in children who fail in character than in those who fail in subjects.
3. The friend who helps one to be honest is the right kind. Choose the friends who inspire you to do your best.

Results of cheating.

1. Discovery.
2. Loss of the respect of one's self and of one's teachers and classmates.
3. A record that you have cheated and a C in conduct.
4. Recommendations from this school cannot say that you are honest, reliable, trustworthy.

Results of honesty in one's work.

1. Praise for honest effort.
2. The gathering of a body of knowledge for future use.

3. The respect and esteem of those around you.
4. Conduct records that indicate good character.
5. Good recommendations for business positions, training schools, and colleges.

Will you help to make our school a school where no one cheats?

Will you be a girl who is honest and trustworthy at all times?

HONESTY ABOUT PROPERTY

Touch not another's dime, or purse, or pen
Save to restore it whole to her again.

Theft

Causes of temptations to steal.

1. Envy aroused by wealth seen in the movies, or imagined from novel reading.
2. Envy of girls who have more money to spend.
3. A sudden opportunity to steal and not be caught.
4. Lack of strength of character to resist wrong-doing.
5. Too little thought about being honorable in all one does.

Prevention of theft.

1. Carefulness not to leave money where it may tempt anyone to steal it. None left on desks, in coat pockets in wardrobes, on backs of chairs during recitations.
2. Budgets. Plan expenditures according to income. Live within your means.
3. Work to bring your wishes true, instead of dreaming idly. Faithful work will bring sufficient income in time.
4. Act honestly in every situation. Deeds mean more than words or thoughts in forming your character.
5. Return what you owe to others promptly—a pin, a penny, a pen; it is the act that shows the honesty, not the amount owed.

Responsibility for the property of others.

1. The finder of another's property is responsible for its safety. Return a found article to Lost and Found Office as soon as possible, or give it to a teacher.
2. Take better care of another's property than of your own. It is not yours to lose.

Responsibility for honesty.

1. Refuse to tolerate dishonesty around you.
2. Require girls to return to the owners what has been borrowed or stolen when you know about it.
3. Stop wrong-doing where you are, and you will be a force for good. The best friend in the world is the one who makes us be honorable.

HONESTY ABOUT PROGRAMS

Following One's Program

When a girl takes a program, her promise to follow it exactly is understood. This includes study periods, lunch, assembly, and physical training periods, as well as all recitation periods. When a girl is late she gets a late slip to allow her to go to classes at once. A late slip is a pass to class and a permission to carry wraps—a privilege, not a punishment.

Truancy is absence without permission.

Causes of truancy.

1. Fear of reproof for failure when work is unprepared.
2. Laziness and shirking.
3. Careless moral standards.
4. The temptation to have a good time with friends.
5. The lure of the stores and the movies.

Results of truancy.

1. Failure in the subject because of absence.
2. A sense of guilt and weakened character.
3. Loss of trust of parents, teachers, and classmates when it is discovered.
4. A record of the truancy is written on the permanent record card.
5. The conduct mark is lowered to C to indicate the unreliability.
6. Untruthfulness usually follows truancy in the effort to conceal it.

The duty of the girl who knows that another girl is a truant.

1. To speak to the girl and warn her not to be a truant.
2. To force the girl to confess her own truancy to the teacher.
3. To report the girl if she will not stop cutting or confess it herself.

Resolution against truancy passed by officers.

"RESOLVED, That we regard the cutting of periods as an act of truancy, untrustworthiness, and disloyalty to the school. As officers of the student organization, we will do everything in our power to prevent girls from being truants from periods." (Handbook, p. 26.)

Will you see that there are no truants in our school?

SIGNATURE

"A signature is the name of a person affixed to a writing by himself." (Century Dictionary.)

Significance of a Signature

A girl's signature means that the thought and the work are her own.

1. On nomination blanks for the Governing Council.
2. On written work.
3. On Regents' examination papers after "I do so declare."

A parent's signature means that the parent knows the contents of the paper signed.

1. On excuses for absence.
2. On report cards.
3. On notes from home.

A business man's signature on a check means that he guarantees payment in money.

Writing another's signature with a view to deceive is dishonest.

What does your signature mean?

Honesty in signatures adds honesty to your name.

In the Art Department.—Fifty posters advertising Honesty were made in the art department and hung in the foyer during the campaign. Prizes were awarded for the best ones.

Results?—Honesty projects will never be preventions of all dishonesty, but they will take from many the excuse, often sincerely given, "I did not know it was wrong. No one explained it to me before." Shall schools not teach honesty with the thoroughness that will give a full knowledge of the accepted social standards of what honesty in all one's dealings is, in the hope that many will learn the lessons well and profit by them in their daily lives?

COMMENDATION OF EFFORTS TO ATTAIN STANDARDS SET

The efforts of each boy and girl to attain standards of right may be recorded in different ways for the encouragement of personal progress in the development of character. Schools accomplish this in various ways.

One of the first things Mr. William McAndrew did, when as principal he directed the organization and policies of Washington Irving High School, was to institute the use of the commendation card. A printed pink form card, in use in the New York high schools for reporting

offenders to the principal for discipline, was designated by Mr. McAndrew for use only as a card of praise. Each teacher was asked to "report to the principal" commendable effort in any form in which it might appear. The girl commended was to take the card home to show to her family as an indication of school success in work and character. Before school the following day she was to give the card to Mr. McAndrew in his office. The smile of greeting, the cheering words of congratulation, the friendly interest in the incident briefly summarized on the card, established a sympathetic understanding of fine standards that deeply influenced teacher, principal, and pupil in their relationships. Commendation cards became much more popular than discipline reports. They are still popular with teachers and students after twenty-seven years of continuous use as a method in constructive stressing of the standards desired.

The Influence of the Commendation Card.—Their influence has been extended in a number of ways. Frances still takes home the card praising her leadership as captain of her class, so that her parents, who are bearing the burden of her schooling, may rejoice with her. It may then be posted temporarily on the bulletin board of the section room by the teacher, with others earned by the section. Frances carries it ultimately to the dean's office for filing where the dean may refer to it when she is in need of ushers, aides, or other good leaders in school citizenship. A form postal, upon which the commendation has been copied, is sent to the principal of Frances' elementary school. One school announces the achievements of its alumnae in the assembly; another keeps the record in a Book of Fame.

Another use of the commendation card developed. A card is given to groups of students in study hall, recitation room, or corridor, for group response. For example, in the absence of a teacher, it is the duty of the captain to conduct work with the class in as good order as when a teacher is present. If the class responds well in such a

situation, a commendation card, signed by a teacher or the dean, is given to the captain. At the next assembly, when the chairman asks for announcements from the floor, the captain announces the good news that "Section 402 is reported to the principal for coöperation and self-control under the leadership of their captain as observed by the hall marshal." The applause of six hundred in assembly acclaims the group, and the standard illustrated in the commendation card spreads the custom of good order with student officers. This commendation card for the group may also be posted on the section bulletin board, but it is finally filed in the dean's office. Sometimes one section receives as many as eight such cards in a term. The effect of this commendatory recognition of effort is very evident in the spirit of the school.

Effect on Discipline and Instruction.—The assistance to the substitute teacher that this custom of group work in the absence of a teacher may become may be seen from an instance. Chatting with a girl in the subway one morning, the dean learned that a certain history teacher had been absent two weeks. It was during a serious epidemic which made it impossible to secure substitute teachers to fill promptly the places of absent teachers.

"The first week we had no substitute. We asked the president of our session to teach the class because she is very good in history. The girls were very orderly so we learned a great deal. When the substitute came the second week, she said that history was not her subject and that Goldie might go on teaching us. After that day though, she taught us, but Goldie helped. I think Goldie and the girls did well without a teacher, don't you?"

The dean agreed and suggested, "Why don't you give Goldie and the class commendation cards if you feel that way about it?"

"Oh, may we?" was the delighted response. "How may we do it?"

The cards were furnished. The class voted to give one to the president and appointed one of their number to sign it. The instance seemed such a good example of student responsibility and initiative that the whole story was reported to the principal, who wrote a personal note of congratulation and appreciation to the president, for her a treasured souvenir of school days.

CONDUCT RECORDS ON PERMANENT RECORD CARDS

But commendation cards lack permanency, and the need was felt for some other way of recognizing effort. A new type of personality rating card* was designed and printed on the back of the permanent record card upon which all scholarship records are entered. Now, at Washington Irving High School, the personality ratings include conduct, neatness, posture, and speech. Entries are made in letters: A, B plus, and B are satisfactory ratings and C and D are unsatisfactory. Every recitation teacher rates every student in her classes twice each term in work and in conduct. Teachers may also enter ratings for conduct in lunch rooms, assemblies, or corridors as they may observe a need to do so. Oral speech is rated by the teachers of English and elocution. Posture and neatness are rated by the official section teacher and the teacher of physical training. Average ratings are estimated twice a term by the official teacher. Copies of the averages are placed on the report card each girl takes home for her parent's signature twice a term.

The Conduct Honor Roll.—To stress the best effort of the school, the Order of the Daisy was formed. Every girl who has secured the preceding term averages of A at the mid-term and at the end-term and a satisfactory mark in neatness becomes a member of the Order of the Daisy. Her section teacher gives a membership badge to each girl in her section who has attained this standard. These badges were designed by the trade art class, a different design for each term, printed in the school

* See Appendix.

colors, and issued to section teachers from the deans' office. More than half of the students in the school who are eligible attain membership, that is, each has attained average conduct ratings of A and a satisfactory mark in neatness on the judgment of from six to ten teachers during one term. Being A in conduct is no longer synonymous with "teacher's pet," "prig," "snob," and such epithets that deterred effort within the memory of some of the older teachers. Being C or D has become very unpopular. Out of the entire school, about 150 received an average of C at the end of the term. These were personally interviewed by the dean at the beginning of the next term and their mid-term ratings looked up. The ratings were satisfactory except in four or five cases. The effect of about 2,500 girls wearing the bright, pretty, red-white-and-green badges of the Order of the Daisy during "Tag Week" spreads widely the idea that courtesy, coöperation, self-control, and service are worth cultivating in daily relationships.

Methods Used in Other Schools.—In other New York schools somewhat different methods have been tried. At Julia Richman High School, after a personality campaign, a section was provided on the permanent record card, so that each teacher may easily enter her estimate of a girl.

PERSONALITY CARD

Julia Richman High School

The mark 1 or 2 is to be entered in the proper space for any girl who shows noticeably the trait indicated.

I. Personal Appearance

General	1. above average	2. below average
Dress	1. suitable	2. unsuitable
Hair	1. well kept	2. neglected
Skin	1. cared for	2. neglected
Nails	1. well kept	2. neglected

II. Habits and Characteristics

Voice	1. controlled	2. uncontrolled
Oral Expression	1. able	2. weak

Property	1. orderly	2. careless
	1. thrifty	2. wasteful
Self	1. cheerful	2. moody
	1. dependable	2. not dependable
	1. self-reliant	2. forward 2. diffident
	1. industrious	2. lazy
	1. persevering	2. easily gives up
	1. poised	2. erratic
Relation	1. prompt	2. tardy
with	1. leads	2. follows
Others	1. courteous	2. rude
	1. coöperative	2. selfish
	1. responsive	2. antagonistic
	1. appreciative	2. thankless

III. Physical Condition

(By Physical Training Teacher)

Vision	1. normal	2. defective
Hearing	1. normal	2. defective
Teeth	1. well kept	2. neglected
Nutrition	1. normal	2. anemic
Hair	1. clean	2. neglected
Posture	1. good	2. poor
Remarks		

IV. Special Comments

(By Any Teacher)

(Also note special aptitude, mental, manual, musical, artistic, etc.)

V. Service

(Entries with dates by Section Officers)

Morris High School, of New York City, has an enrollment of over 5,000 boys and girls. Upon the twenty-fifth anniversary of the school, Dr. William L. Ettinger, then Superintendent of Schools, sent a letter of congratulation in which he wrote:

One of the contributions of the school of which Morris is most proud is the Service League, a voluntary organization of selected pupils, which serves as a training school for those enrolled in it, by allowing them day by day to perform service to the school which was formerly the duty of teachers. This interesting plan has spread from Morris to other high schools, and is an interesting illustration of one of the many services rendered by Morris to the other high schools of the city.

In an article explaining the Morris Service League in *School and Society*, July 22, 1922, Mr. James E. Peabody says:

One of the interesting outgrowths of the Morris Service League spirit is a new plan of student ratings. For a number of years, on the permanent record sheet of each student in our school there have been blanks in which the class teacher might enter comments as to the student's reliability, initiative, habits, courtesy, physical defects, or honors. Comments were made, however, only in case these characteristics (or their opposites) were "outstanding." As one would expect, relatively few of the pages contained any of these entries; hence, the average pupil has passed through the school and been graduated or has left without having received any ratings as to character. In the belief that some record each term as to the character of each pupil would be a stimulus to the student himself, a help to the parent, and of great assistance when letters of recommendation were asked for in future years, the principal and faculty adopted unanimously the following plan:

The teacher of every subject will enter on the rating slips at the end of the fifteenth week of each half year an estimate of the school citizenship of each student he teaches. This estimate, among other things, includes coöperation with the teacher, dependability, honesty, manners, care of school property, and service to the school. The class officer will average these ratings and possibly modify somewhat the result thus obtained, and this preliminary rating will appear on the student's report card under the caption "School Citizenship," as A, excellent, B, good, C, passing, D, failure. On the report card appears also the following statement: Parents are particularly urged to coöperate with the school in making the rating for school citizenship the highest attainable.

The student will still have five weeks before the end of the term in which to secure a change in the rating. The final mark will be entered in the record book, and will form an important criterion in judging each student. It is our plan to insist that only those rated A or B in school citizenship will be eligible for class or school office or for representing the school in athletics. We are hoping, too, that our educational superiors will soon insist that promotion from class to class and graduation from the high school will be contingent upon a satisfactory mark in school citizenship.

Every one of the six characteristics of school citizenship suggested above is essential for success in later life. Hence, if business men and others who employ boys and girls would always insist that each of them bring from the school a record of good citizenship for a period of at least one year, such action would be a powerful motive in the work and conduct of pupils in the high school.

The Morris Service League has completed the tenth year of its history. Each year its members find new fields of usefulness, and it has certainly contributed in large measure to the warm spirit of cordiality and coöperation that is so evident in our school. In coöperative service the league members themselves form lifelong friendships, and when they receive their certificates of honorary membership on class day it is merely a commission to engage in larger service outside the doors of Morris High.

In the dean's office at Wadleigh High School are kept the character record envelopes of all pupils who have attended the school for at least one term. Every girl's envelope contains, besides the cards of special commendation or censure which teachers, librarians, or school officers may have filed concerning her, her character record cards, one for every term. On this card her teachers have written their opinions of her reliability, obedience, truthfulness, neatness, etc., qualities about which the New York Training School for Teachers asks concerning every candidate who applies for admission.

This system of character records serves a pupil's interest whenever the school is asked to furnish an estimate of her personality. Since Wadleigh is an academic school, sending many of its graduates to training schools and colleges, constant use is made of these memoranda of facts deemed worthy of note throughout the girl's school course.

Two types of record cards are explained in the Appendix.

Character Requirements for Entrance to Colleges.—In a survey entitled, "How Character Requirements for Entrance to Higher Institutions Affect School Conduct," Miss Anna P. MacVay, Dean at Wadleigh, writes:

One source of help in strengthening high school morale is the influence of colleges and professional schools that increasingly display interest in the personality and character of candidates. If a pupil early in his high school course is informed of these high standards of conduct, he will yield more readily to discipline and strive earnestly for self-control, having learned that moral character is a valuable asset and attractive personality a big factor in winning success. Thus the known requirements of higher institutions exert a positive and practical influence for good in the secondary schools.

The Published Report.—The Committee on Character Education, working in subcommittees, also prepared reports on the following topics, based on questionnaires sent to the thirty-two high schools in New York City in 1922-1924:

Character Education through Assemblies and Classroom Instruction

Extra-Curricular Activities and Character Education

Student Responsibility for Standards of Conduct, Manners, and Taste

Character Development through Discipline

Conduct or Character Ratings

Character Requirements Demanded by Business

Coöperation of Home and Welfare Societies with the School.*

This report is a valuable contribution to the subject of character education because it contains in detail practical methods that are in use in the high schools of New York City. They have been tested over a long enough period to show their value. They furnish suggestions that are adaptable to high schools anywhere.

Recommendations from the Employment Bureau.—The school employment bureau may assist with the stressing of fine traits of character by securing information about each applicant for a position. At the bottom of the application card of the Employment Bureau at Washington Irving High School the section teacher records the girl's average conduct ratings during her course and indicates the girl's general responses, as she may know them, in the traits the following words indicate: cheerfulness, obedience, reliability, truthfulness, habits, use of English, neatness, executive ability, courtesy. Recommendations for positions are considered with the girl in accordance with these entries. The girls of the school know that the Employment Bureau will recommend those who have satisfactory records, and that the school may refuse

* "Character Education in High Schools," Report of the Committee on Character Education, Board of Education, New York, Aug., 1924.

recommendations to those whose records are unsatisfactory in character.*

A Formal Course of Moral Instruction?—Some think there should be a formal course of moral instruction in our schools. Others think formal moral and ethical instruction valueless or even harmful. A middle course may be pursued by using some of the time in home-room periods for moral as well as educational and vocational guidance in conditions where moral questions arise naturally and are discussed with the teacher either by the group or by the individual student. Some definite advising about the right behavior in puzzling situations may be given in assemblies in short talks by students, teachers, principal, or outside speakers. But such instruction in moral responses will be of uncertain value unless it is accompanied by opportunities for practice. For example, the school should conduct its laboratory practice in integrity of character, so that the habit of honorable behavior is established. The laboratory assignment in honesty has not been properly considered in advance when seventeen students in one class hand in dishonestly copied home work. At one time Mr. McAndrew required every teacher in his school to write in the daily lesson plan book the ethical aim of the lesson as well as the educational aim. Honesty in written work may well be a subject for instruction and testing on the day when knowledge of a set of facts in a subject is to be tested by an examination. Students frequently become interested in checking up their own progress in habit formation in behavior as well as in scholarship. Josephine faced the instability of character she was evidencing in repeatedly cutting classes and voluntarily carried a daily attendance slip to be signed by every teacher and given to the dean at the end of each day. After a term of this checking up, she said, "May I try now without the daily attendance slip? I believe that I shall never cut a class again. If anything makes me

* See Appendix.

want to cut, I will come right to you. I will not cut." She proved in her last term that she had gained in strength of purpose and in stability. Fair play in taking one's turn in class recitations, in elevator lines, at lunch counters, in games, in club activities, at parties and dances may become habitual through these occasions, which furnish constant drill if the advisers in the laboratory are sufficiently aware of the opportunities these activities offer in school life.

Teaching the Individual.—Teachers will continue to give their most effective moral guidance in friendly talks with the individual boy or girl as occasion may arise. To do this kind of guiding, teachers need sympathy with the desires of boys and girls, a broad understanding of adolescence, human nature, and social conditions, and tolerance for the point of view of youth, their mistakes, and their aspirations. Boys and girls rarely give their full confidence to teachers, because they feel that teachers as a class cannot understand and may condemn disastrously. In schools where laboratory practice is furnished in teacher and student participation in the management of school affairs, friendlier, more comradely relations exist between students and their teachers and confidence, each in the other, grows. In such a friendly atmosphere, a teacher sometimes sees the door open a crack into the inner life of the girl or boy who begins, "I want to tell you something that troubles me." When this happens, it is necessary that the teacher be a person who is well adjusted herself and sufficiently informed about the values in life to be able to give wise, understanding counsel in an emergency that may lead to restored self-respect or to bitterness, defiance, and abandonment.

Religious Training at Home.—Religious training begins at home in babyhood and many of the mistakes, wrong attitudes, and disasters in adolescence have had their beginnings in parents' attitudes and methods of training children during all the years between babyhood and

adolescence. Some homes are too rigid and some too lax in moral and religious training. In these days of shifting social standards children are being profoundly affected by the behavior of the adults about them. When parents show by their own lives reverence for sacred things, for law, for clean living, for purity of speech, for tolerance toward others, for kindness and fairness, for truthfulness and sincerity, their sons and their daughters may have a fine perception of the value of these things in social relationships and some well-established habits may develop in accordance with these ideals. What parents are and what they do have far more effect upon their children than what they say to them about religion. When parents show by their daily living that they love what is good, true, and beautiful, they may be able to inspire in their children love and reverence for these things, too. Then adolescence may give these parents their reward in sons and daughters who are their delight and the joy of teachers and employers, too. In all our high schools, there are boys and girls who are loved by teachers and classmates for the beauty of character they reveal in all their relationships. Sometimes, when one meets the fathers and the mothers of these young people, one knows why their sons and daughters are the spiritual leaders of the school.

Tests of Character.—It would be very helpful in school life to have some form of test that might be applied to measure moral character, even with the degree of accuracy with which tests measure general intelligence. A good deal of experimenting is being carried on in this field, but at present there are no standardized tests of moral character that are of proved reliability.

THE NEW PSYCHOLOGY AND CHARACTER EDUCATION

The new psychology should have something to contribute to our methods of character education. It warns teachers that an emotional instability may arise from many different causes—from an imbalance due to the secretions

of some one or more of the endocrine glands, from physical defects, from disorders of the nervous system, or from the effects of disease. Many behavior problems have been traced to their sources in physical disabilities. The new psychology warns us that physical handicaps of deafness, deformity, crippled limbs, defective vision, may be the cause of compensating unsocial behavior. It shows that misunderstood sex instincts may be the cause of such misdemeanors as truancy, cheating, lying, stealing. It shows us how another whole set of undesirable mechanisms may be set going in youth by anxiety and fear, and sometimes by rewards and success. The new psychology warns school people to study the reasons for the behavior we disapprove in children and adolescents before we attempt to deal with it, to sympathize, understand, and be tolerant rather than be condemnatory, to make adjustments rather than to inflict punishments, if we would secure permanent improvement in behavior. Youth needs to be helped to face reality with courage and to stop fleeing from it. Realization of the truth and help to meet the consequences of mistakes are needed more than moralizing or punishments.

The Application of Mental Hygiene to the School.—Some day, psychiatrists, mental hygienists, psychologists, social workers, and teachers will formulate together workable ways of securing better conditions in the schools from the point of view of mental hygiene. Such a committee will advise that schools be supplied with the services of a group of trained workers, which will include a psychiatrist, a psychologist, a school visitor who is a thoroughly trained psychiatric social worker, a vocational counselor, and a dean. This committee will suggest not only what treatment shall be given for the welfare of the problem child, but what improvement may be made in conditions in the classroom and in all other school activities to secure the atmosphere that is favorable to good mental hygiene for all, students and teachers. This committee will show teachers how to deal with the shut-in, repressed type of

student as well as with the eager, impulsive, talkative, aggressive type and how to understand some of the mechanisms that are controlling various kinds of behavior. It will help the individual teacher to work out a good personal adjustment and to be more objective in dealing with students. Then, teachers will be able to secure in their classrooms an atmosphere of happiness, freedom, and a sense of achievement by basing all methods upon justice, tolerance, sympathy, understanding, and keen interest in the welfare of each individual.

The curriculum will have to be changed to meet the needs and abilities of boys and girls according to their individual differences. Better methods of educating those powers that are essential for successful living will carry farther the beginnings made by the freer education already being tried out in the socialized recitation, project assignments, Dalton, Winnetka, and other plans of the progressive education movement. Such a committee of specialists, representing both mental hygiene and the schools, will banish marking systems that cause feelings of inferiority and will build up a system founded on the satisfaction of measuring one's progress by one's own achievement. There will be no disheartening marks of failure, then, but only steady progress at individual rates of speed. For many, academic subjects will be replaced by vocational and trade subjects, and skills of hand, ear, and eye will be trained so that the individual may have a better-rounded development of all his powers. There will be less driving of laggards and more guiding of willing workers, less benumbing fear and more liberating hope and accomplishment. There will be earned free time and training in the best use of leisure. Even now such conditions exist in schools here and there. Concrete, practical conclusions, methods, recommendations, will be published by this get-together committee, so that all schools may have the benefit of their tested studies.

Some first studies are already available. When these studies have been completed, we may hope for a fresher atmosphere, suited to the development of mental health

in our schools, in which children will grow in character as well as in knowledge and skills and more of them will measure their behavior habitually, in their daily living, by the highest standards of all, reverence for God, for the sacredness of the personalities of others, for their share in producing a better civilization.

THE DEAN'S PART IN CHARACTER EDUCATION

But now, in conditions as they are, teachers and deans may work together to secure, as soon as they can, the fine atmosphere, conducive to the best mental health, which they covet for their schools. They must recognize the fact that many unsatisfactory character responses are produced by the present faultiness of our curriculum, our marking systems, and those unadjusted teachers who do not understand themselves or their pupils in the light of the new psychology. Deans must work with individual teachers and students to lessen the damage they both suffer from present school conditions and lack of knowledge of mental hygiene. They must use sincerity, kindness, understanding to win the confidence of boys and girls in order to advise them for their best good. Deans will do well to give little publicity to offenses so often committed because ignorance, severity, and misunderstanding led to misbehavior. "The truth shall make them free." The mind turned in upon itself may then be led to look out upon its fellows and find happiness in the restraints, voluntarily applied, so that the individual may act according to the best good of his immediate circle and in line with the progress of the race toward a higher civilization than our generation has known. Everyone connected with our schools must have constantly developing ideals of what conditions should be in the life of each individual and in society and then must try to achieve them as fast as possible. By study and planning, deans may carry on practical ways of making their schools serve as communities for daily training in the qualities everyone lists as necessary for good citizenship.

CHAPTER IX

TRAINING IN THE USE OF LEISURE THROUGH EXTRA-CURRICULAR ACTIVITIES

DEFINITION

For convenience in grouping, extra-curricular activities will be considered as including all activities of school life outside the classrooms in which subjects are being taught. Some of these activities are included within the session of the school day in all schools; others are sometimes provided for in the program, but they are more often held outside the session. Various terms are used to cover these activities. The "social program," the "social curriculum," "extra-curricular activities," "extra-classroom activities," "co-curricular activities" are used in the effort to give to these activities a dignified place in school supervision and management. All educators realize that extra-curricular activities constitute a still very undeveloped field of education—a field that is full of possibilities, nevertheless. The place, scope, and purpose of these activities are being more and more appreciated, understood, and developed.

In general, the field may be divided into two parts: first, those activities that are a part of the regular routine of school life, such as lunch periods, study periods, passing of classes in corridors, arrival and dismissal at wardrobes, use of playgrounds and recreation rooms; and, second, those activities that are recreational as well as educational in aim, such as clubs, class parties, meetings, dances, plays, pageants, athletics, field days. Under present conditions in our high schools, the dean may be expected to have a part in the guidance and supervision of a developing social curriculum.

Definition by Experimenters in the Progressive Education Movement.—The experimenters in the progressive educa-

tion movement, who are developing new methods of teaching and a broader curriculum through freer creative work in their classrooms, say little about a separation of curricular and extra-curricular activities. Their aim is to give children time to develop their creative powers through varied activities and to leave them to seek knowledge as interest impels them to want to know. For instance, in the preparation of a Shakespearian play to be presented later by the group, drawing, painting, modeling, poetry writing, history, dramatization, carpentry, costuming, and so forth, are not to be considered as "extra" in clubs at an additional period, but are to be a part of the day's activities in connection with the study of English. There are delightful books narrating the activities of some of the private schools that are leaders in the progressive education movement. These books indicate that the "extra-curricular" activities may be made more and more curricular. Teachers are studying "play way"* methods, and are testing them out more and more widely even in the public schools. All teachers in the public schools from the kindergarten through the senior high school may read with profit the literature of the progressive education movement and consider the use of more of its methods in their own classrooms. A brief list of suggestive books is given in the "Selected Reading" (p. 342).

Aims.—The aims to be secured in both groups of extra-curricular activities are being gradually formulated. Each activity should be so planned and supervised that it will contribute its full share to the best type of education in social relationships. Many of them should furnish opportunities for training in the wise use of leisure. All of them should be so directed that they will meet the needs for the development of character, fine training in better citizenship, and the personal welfare of each boy and girl. The routine extra-curricular activities, as well as

* H. Caldwell Cook, "The Play Way," Frederick A. Stokes Co., 1917.

those that are usually grouped as recreational, may be guided in accordance with these aims.

LUNCH ROOMS

A luncheon period is more likely to be assigned as a part of the pupil's program than placed just before or just after the session. In either case, lunch rooms should be so carefully planned and administered that teachers may include the luncheon period as one of their extra-curricular problems and opportunities.

Location.—In many large and otherwise acceptable school buildings the lunch room is in the basement, poorly lighted, inadequately ventilated, sparsely furnished with tables and chairs, and overcrowded. In one such lunch room students purchase food as rapidly as possible and make the most of the permission to carry it to classrooms on the upper floors. In another basement lunch room only a few students can be seated at tables. The rest stand while they eat, frequently even holding trays. Noise and confusion seem inevitable under such conditions. An inquiry about the teacher supervision in such a lunch room brought the reply, "The teachers stay as far away as possible during the lunch period." In this school the teachers' lunch room is in a corner of the basement the length of the building away from the students' room. This room also is considered just as a place to eat. To establish good social standards among the students with such physical handicaps adds unnecessarily to the difficulties of good lunch-room management. In lunch rooms of this type, problems are usually increased by having the food furnished by an outsider and his employees as a "concession." The teachers have little or no authority with this type of service.

When school buildings are being planned, better types of lunch rooms should be included to furnish opportunities for the cultivation of desirable social relations. In some of the best types of school buildings the lunch rooms are on the upper floors, on the top floor, or even on the

roof, where air, light, sunshine, and cheer are obtainable. In Washington Irving High School, an eight-story building, there are two lunch rooms, one on the fourth and the other on the fifth floor, along the south side of the building. The north and the south sides of these long rooms consist almost entirely of windows. The furniture consists of oblong tables, seating six each, with shelves for books, and free chairs. Three hundred students can be seated comfortably at tables in each of these rooms. The long cafeteria counter, protected by guide rails, extends along the north side, with the cashier's desk facing it in the center. Two hundred may form in single line at one time, select food, pay at the cashier's desk, and return to seats without confusion, as one may do in any public cafeteria. Honesty, fair turn in line, courtesy, are not impossible to achieve under such conditions in spite of large numbers. At one end of each lunch room, near the kitchen, large tables are provided for used trays, bottles, dishes, silver, printed signs separating the types of equipment to aid the dishwashers. Large covered cans for papers and scraps stand conveniently about the room. Consideration for the rights of others requires that the tables and floors be left clean, ready for the next groups to enter the lunch rooms the following period, for these rooms serve four consecutive groups of from two to three hundred each between eleven and two o'clock.

Decorations.—Even the decorations in lunch rooms should be seriously considered. Large wall frames may form a kind of border, containing enlargements of photographs portraying the history and activities of the school, such as events on the annual field days, pageants, plays, cheerful, happy scenes in school life. Or these frames may contain attractive colored pictures of the one hundred per cent healthy boy and girl and the properly balanced breakfast, luncheon, and dinner that have made them healthy. Some schools secure mural painters of recognized standing to decorate the walls of foyer, auditorium, and classrooms, but the finest hotels secure artists to

decorate their dining rooms and cafés. One hotel has a sunny dining room charmingly ornamented with gaily colored murals picturing favorite fairy tales. In another the artist caught his inspiration from a Mother Goose rhyme for the mural in a softly lighted café. Such beauty tends to affect the lunch-room manners of students.

Music.—One school tried to approximate the conditions in the best restaurants by having music during the luncheon period, under the supervision of the department of music. It was found, however, that loud talking increased instead of decreased. Few wanted to listen to the music. Most wanted to talk freely, and therefore talked louder, in order to be heard above the music. Therefore the music was discontinued.

Should Teachers and Students Lunch Together?—The question whether teachers should lunch with students is often debated by teachers. The students may gain much from having a teacher at their table to illustrate, by example, how refined persons use implements and converse during luncheon. In one of the best private day schools a teacher sits at each table for six students. The remaining teachers have a larger table at one end of the room. Linen tablecloths and napkins are furnished and maids serve the luncheon. The same manners are practised that one expects in the well-ordered home during an informal luncheon for guests. About sixty girls and teachers have luncheon together daily without either seeming to place undesirable restraints upon the other. Colleges have long seen the importance of this opportunity for bringing about greater refinement in the manners of their students in the dining rooms. Public schools may well remember the advantages to be gained and consider their lunch-room equipment and supervision accordingly. Private school teachers take such service in the dining room as a part of their program. Public school teachers are more apt to consider it an "extra assignment" and to prefer a separate room for teachers, accepting the supervision of the students' lunch room not as

their own lunch period, but as an addition to their other program assignments, to be allotted to them only in their turn.

Management.—Some schools conduct their lunch rooms under the supervision of the domestic science department. A teacher of cooking is chairman of a committee of teachers. A dietitian is employed on a salary and given the responsibility of employing and supervising the servants, purchasing the food, and overseeing its preparation and service. Her accounts are audited by the teacher who is treasurer of the school funds. The lunch-room account is kept separate from other funds. New equipment is supplied out of the proceeds. Under this plan, food can be sold to students at prices close to cost, whereas the outside "concession" caterer must make a fair profit for himself. If the dietitian is genuinely interested in the welfare of the students, she has the opportunity to improve conditions very greatly. The committee supervises the dietitian's plans, advises her, and receives suggestions for improvements from teachers and students. In some small schools the students in cooking classes prepare and serve the daily luncheon for teachers or students, or both, but teachers of cooking feel that this requires more routine work of the girls than is best for their training in cookery.

Student Helpers.—In some schools girls are allowed to earn their own luncheons and even in some cases twenty-five cents or more a week in addition, for helping at the lunch counter in giving out food, wiping trays, or keeping dishes and silver supplied. When no servants are employed except in the kitchen, girls are more willing to perform these duties. Some preliminary explanation, however, usually stimulates the proper attitude and enough helpers can be secured. An illustration of a fine spirit about luncheon service was once shown in a high school attended by both boys and girls. A state conference of twenty-five teachers was being held in the building. The luncheon served was prepared by cooking

teachers and girls, but the boy cadets and the girls served the luncheon without a trace of self-consciousness about working together in this social service.

The Share of the Teacher.—The responsibility of the teacher assigned to lunch-room supervision, then, should be primarily the teaching of good lunch-room manners. Where student officers are assigned to specific duties, it is the teacher's opportunity to see that each attends to her part in the supervision in the most efficient manner. For a teacher to assume that these officers know how to do their work "well enough" is not a fair use of the opportunity to help them to do better than they know how to do without guidance.

"I thought we had student government in the lunch room, so I have let the girls do it all in their own way, but conditions are worse than I would allow if I were running it," said one teacher, showing by this remark that he had not grasped either the meaning of students' being taught to share with teachers the management of school activities or the opportunities for teaching social relationships in the lunch room. When he realized that a teacher is assigned to the lunch room to contribute some instruction toward these aims, conditions improved under his supervision.

The Share of Student Officers.—In a large lunch room, responsibility for convenient and orderly procedure may be shared by as many as twenty officers. Several take turns controlling the line at the counter. Others watch the tables where soiled utensils are classified. Others supervise all tables ten minutes before the end of the period to see that papers, crumbs, and milk spots have been cleared away. Others attend to guiding the lines at exits at dismissal, or those in the corridors waiting to enter. One may have charge of ventilation. Two may have charge of passes to the lavatory. One capable leader may be given general charge of the lunch room. She should be trained to supervise the work of the other officers, to give directions, to ask for lower voices by

word or printed sign, to give signals for the general supervision of the neatness of the room, and for the dismissal by an orderly plan. She may be trusted with a teacher's pass to meet requests to do an errand, the granting or refusal of which is to be left to her discretion and her sense of fairness. Formerly, four teachers performed the duties assigned to these twenty officers. By developing student responsibility, the one teacher now in charge may be merely a quiet adviser, after the officers have been trained in their duties and students are responding well to their supervision. The teacher should give the support of her presence at the more difficult times of the beginning and the end of the period.

Assistance from the Dean.—The dean may assist with the management of the lunch room in a number of ways. She should be a member of the lunch-room committee of teachers. As the adviser of the student government, she may furnish to the lunch-room teacher lists of girls who have proved efficient as officers, to assist the teacher in appointing marshals. These officers may be advised in monthly councils how to stop the unpleasant practices of combing hair, cleaning nails, and powdering faces in lunch rooms, or how to meet any of their problems with tact and efficiency. At the beginning of each term, the dean may send a form letter to the section teachers of any students who have not been assigned to the lunch room previously, outlining lunch-room procedure to be explained to their sections. Another letter from the dean to the teacher assigned for supervision for the first time may explain in detail the standard procedure and so insure a general uniformity term after term under different teachers. The dean may also provide form notes to make follow-up easy. One may indicate that improvement is needed in neatness and quiet, another that such improvement has taken place. These notes may be placed in section teachers' letter boxes and followed by talks with the section on manners or individual instruction in etiquette. The dean may prepare simple

rules of etiquette to be printed in an English syllabus, which is sold to students for twenty-five cents, to help them to know the rules of customary politeness. English teachers give some time in classes to reviewing these rules. At Washington Irving High School, where these plans are carried out, an entry is made on the permanent record card for each officer who serves a term in the lunch room. Additional words indicating outstanding service, sent to the dean by the teacher in charge, are added to the entry, as "excellent supervisor," "efficient."*

Planning Ahead to Avoid Confusion.—Where large numbers of students must be accommodated, the dean may learn from section teachers how many have been assigned to the lunch rooms. Then she may arrange on charts of lunch-room tables the seating of the students. Placards may be placed on tables the first day of the term, indicating where groups are to sit. The placards may indicate groups only, as "third term dressmaking," "fourth term art." Girls may choose a group of six for each table, from their course and term. This plan usually allows friends to be together, so almost all are willing to keep during the term the seat assigned the first day. This requires several hours of clerical work on the part of the dean, but the orderliness gained seems to justify this expenditure of time.

Use of the Roof.—In large schools the roof is frequently finished as a playground. A "case" for games with balls, a space for physical training classes and for community dances in the evening, and even a greenhouse may be provided. If students are given the privilege of going to the roof as soon as luncheons have been eaten, it may be the dean's duty to see that the teacher assigned for supervision is given a letter of suggestions, covering non-interference of lunch-room groups and physical training classes, playing with balls, preventing eating on the roof, and accelerating leaving the roof in time for the next period.

* See Appendix.

STUDY HALLS

When lunch rooms are suitably located they may be used for study halls during the other periods of the day. Again the dean may help by preparing a form letter for study-hall teachers, suggesting to them rules regarding use of the library, attendance, fire drills, and neatness. Suggestions as to the way by which student officers may share the responsibility for quiet, regular attendance, and honesty, given to teachers and officers, help to extend student government in a school.

Letter of Suggestions.—The following is a part of such a letter:

Order in Study Halls.—The teachers and officers are of the opinion that the study hall should be a place where consideration for others, self-control, and independence in work are practised. These aims are usually furthered, they believe, by permitting no communication whatever. Girls have frequently been found copying a neighbor's home work that was borrowed during a study period.

Assistance of Student Officers.—When the whole or a part of a section is present in a study hall, the lieutenant is the chief assistant of the study-hall teacher. When the study hall is made up of girls from many sections, any student officer who is present may be responsible.

In William Penn High School in Philadelphia, the study hall, seating about three hundred girls, is in charge of three girl officers, who are responsible to a teacher who is always within call, but who does not remain in the room. We believe it is well to train our officers to responsibility in study halls, so as to relieve teachers more and to develop a higher degree of self-government. A step toward this is to give officers as much responsibility as possible for good order and neat housekeeping, and to develop in all girls a pride in governing themselves without the direct supervision of teachers. Some teachers ask officers to sit where they can see all their girls, and quietly to remind girls not in order.

Seating.—Self-control and independence in work are made easier if some plan of seating is devised that will separate the members of one section.

In Rooms 401 and 502 the following seating plans have been tried successfully:

1. One girl of one section and one girl of another section seated at the same table with a chair between.

Example: 201.....101
201.....101

2. If the room is crowded, three or even four girls from four different sections may be seated at the same table.

Example: 201.....101
406.....325

If the same location at the table is assigned to the girls of one section, it is possible to take attendance with the sections seated in this way; for example, all 101 in left-hand chair facing west, all 201 in right-hand chair facing west.

In the auditorium, music rooms, and such rooms as 635, two sections may be seated alternately, or a vacant seat left between two members of the same section.

After the teacher has seated the sections by one of these plans on the first day, every officer assigned to assist the teacher should make a seating chart of her group in duplicate, giving one copy to the teacher in charge and keeping one herself. The officer may then be asked to check up her girls at the beginning of every study period and to see that every girl always takes the seat originally assigned to her.

Popularizing the Plan.—The suggestions, given to lieutenants in stenciled form at the beginning of the term, outline the same plan for their duties in the study hall. The fact that the standardized plan of seating has been presented for approval in officers' councils makes it easier for both teachers and lieutenants to carry it out. In the first study periods of a term most of the students on entering the room seat themselves according to these plans, a fact indicating the popular approval of them. The dean may or may not have supervision of study halls, but if such supervision falls to her, it furnishes her with an opportunity to increase student responsibility for right conduct.

SUPERVISION OF TRAFFIC

The dean may need to lend some assistance to solving the problems of overcrowded wardrobes when one class arrives as another leaves a room where two recitation

groups may also be changing places at the same time. Markers may be placed on wardrobe doors to indicate which section uses the right and which the left side. Each section teacher may be asked to have a property committee elected, whose duty it shall be to remind the thoughtless and careless ones to take all their belongings with them and not to leave money, purses, gloves, gymnasium slippers, to be a temptation to others. Such a committee, training in habits of carefulness, may prevent some student from feeling that "finding is keeping." A system of locking and unlocking wardrobes may be planned and explained to teachers each term. The larger the school, the more necessary such plans become.

Supervision of Dismissals.—When 2,000 students are dismissed from a building at one time, marshals may guard the exits, to see that all students who do not have a satisfactory reason for entering the foyer, on the way to the library, an office, or to meet a teacher, pass out to the street. The dean must advise and assist these marshals in their work of clearing halls, lavatories, and foyer. Here, too, a simple form letter for each type of position helps the officers to perform their duties more efficiently. One of the dangers that threaten student government is the appointment of officers with only a few oral directions as to their duties and authority, with resulting confusion and a growing sense of inefficiency. Even simple duties gain respect when clearly set forth on the printed page, and initiative and judgment function more easily when authority is clearly defined.*

Passing of Classes.—The passing of students from room to room furnishes varied problems that the dean is likely to be asked to solve. Whether students walk through corridors in single file or by two's, whether girls and boys use the same or separate stairways, whether free talking is allowed or silence requested, all such problems need the administrative attention of someone free to study conditions from the point of view of the greatest

* See Appendix.

good for the greatest number. Student officers and teachers may be asked to stand in corridors near their classrooms during the passing of classes to encourage obedience to the traffic regulations. Student councils, the dean, and teachers may discuss and suggest improvements in traffic regulations and methods of their enforcement. Signs reading "Walk quickly, please" on one side and "Lower voices, please" on the other, may be printed and given to officers and teachers to use as handy reminders in crowded places. Elevator lines may be kept in double file and students counted as they pass into the elevators, the student officers in charge being under the direction of the dean. Notes may be sent to section advisers asking that sections use specified stairways and elevators to avoid congestion at arrival or dismissal. The social standards that the school wishes to maintain during the passing of classes may be presented to the whole school in talks by student officers and the dean from time to time in assemblies. Occasionally, a popular appeal may be made through a "campaign for lower voices." Unless some attention is given to this necessary part of school life, students will not form the habit of quiet orderliness in elevators, taking fair turn in line, keeping to the right, yielding due consideration to the rights of others in crowded streets and subway stations. The passing of classes should be made a laboratory project for practising good habits of rapid movement where there are many people.

If a dean is allowed to give some attention to these various routine activities of school life, she may devise ways of training boys and girls in pleasanter and more gracious social relationships.

FORMULATING PLANS FOR RECREATIONAL ACTIVITIES

To deal with those activities that are recreational as well as educational in aim, the dean would do well to formulate a fairly definite vision of what are desirable and perhaps ultimately obtainable requirements to aid her in unifying constantly growing plans for their super-

vision and development. At present there is no standardization of extra-curricular activities. They are managed by many different methods in different schools. There is no one excellent, ready-made program available. Deans may contribute a share to the experience that will gradually assemble a satisfactory procedure for these activities.

Dr. Fretwell's Eleven Points.—No one person has done more to develop and apply a workable procedure to this neglected field of education than Professor Elbert K. Fretwell, of Teachers College, Columbia University, by his clear statement of principles and experiment in his courses, addresses, and publications. Every dean should study his findings in detail. In an address at a meeting of the high school section of the National Association of Deans of Women, in Cleveland on February 27, 1923, Dr. Fretwell defined the "adviser's" relation to this field as follows:

One of the fields of constructive endeavor must be in the whole social life of the school as represented in the field of the high school's extra-curricular activities. The Adviser of Girls in every high school must play so great a part in the organization and direction of extra-curricular activities that a few guiding principles, tentatively accepted, may be set forth:

First, the work of the Adviser of Girls should be constructive and preventive rather than remedial.

Second, the extra-curricular activities of the school should grow out of the curricular activities.

Third, in the administration of the extra-curricular activities, pupils, under proper guidance, shall share in the responsibilities of developing and guiding these activities.

Fourth, pupil representatives shall be elected by their fellows from definite constituencies and be responsible to them and to the whole school.

Fifth, every extra-curricular activity shall be sponsored by a teacher adviser.

Sixth, every extra-curricular activity shall be chartered by a central body composed of pupils and teachers.

Seventh, the general program and schedule of meetings of each activity shall be approved by this central body.

Eighth, an activities period shall be included in the weekly program for such activities as home-room period, assembly, class meetings, and club meetings.

Ninth, there shall be a point system for stimulating, guiding, and limiting pupil participation in extra-curricular activities.

Tenth, the activities in which a pupil participates shall be elective on the part of the pupil.

Eleventh, so far as possible or desirable in the particular situation, each teacher shall be sponsor for some activity, both for the guiding of the pupils and for the effect it can have on the teacher.

If it is kept in mind that we should use the whole school situation—subject matter, methods of teaching, and the extra-curricular life of the school—as a means of developing the school citizen; if it is kept in mind that pupils are educated by what they do, then it is evident that the Adviser of Girls cannot do all of the work in any one of these fields alone. In this field of extra-curricular activities she is one to guide, stimulate, promote, and limit pupil activities. To achieve the ideals set forth, she must work in coöperation with all teachers and pupils.*

In the main, deans in high schools agree with Dr. Fretwell, although conditions in their schools may not make it possible for them to put all his principles into practice.

Sponsors.—Both teachers and students usually agree that all student activities attain a greater measure of success when each is sponsored by a teacher. After a meeting of an unsponsored inter-high-school activity, the president said to her dean, "We have wasted our time talking for two hours because we do not know what authority we have. We need to have a teacher with us to advise us." An officer of an alumnae association once said, "The Alumnae Association needs a teacher adviser to help us in the way the dean advises the student government in school." A teacher said, "A class party without a teacher present is likely to have a lower standard of manners and program than the school should allow. For this reason I think parties of first term girls with only their aides as sponsors are of little value."

Present Conditions.—In most schools these sponsors are still a few volunteers—socially minded teachers who like boys and girls and therefore are willing to serve with no

* Tenth Annual Report of the National Association of Deans of Women, Feb., 1923, pp. 137-141.

other compensation than the pleasure of assisting them in their recreation. Such volunteers may, or may not, have had any training or experience in extra-curricular activities or be endowed with personalities adapted to such relationships. With such a method of getting sponsors, clubs usually meet before or after the session in any room that happens to be free. The membership is composed of a small proportion of the whole student body and can often continue for only one term. These clubs are usually made up of groups interested in activities along the line of some favorite subject, as English, French, science, music, physical training.* Almost all schools have at least a few clubs, many of them well conducted in spite of the hit-or-miss organization and sponsorship. In one school one full period a week is assigned as a club period. Everyone may use that period for some recreational activity. This is undoubtedly the only way to be sure that every teacher sponsors an activity and every pupil belongs to one. There must be certain insurmountable difficulties in this system—pupils cannot always secure the kind of club and the sponsor they want; teachers cannot always have the pupils they want and the types of clubs they are best fitted to direct. The teachers accept the club assignment without protest, as they accept any other assignment within the session, and consider it a part of a legitimate program. When clubs can meet only before or after the regular session, comparatively few teachers are willing to take on the “extra assignment” of a club. Where no time within the session is possible, superintendents and principals would do well to include in the contract of all teachers the statement that the sponsoring of extra-curricular activities is a regular part of a teacher’s work. In making appointments some superintendents do give preference to those teachers who have had practice in club activities, or who evince an interest in the social service aspects of school life. Examinations for teaching include the science of education as well as the special

* See Appendix.

subject in which the teacher is to be licensed. Is it too much to ask that all teachers be required to know the educational value of the extra-curricular activities and that all be expected to prepare to do their share of the teaching in this branch of education?

Preparation and Recognition.—To have good sponsors for these activities, teachers should be required to have had preparatory training in this phase of education as well as in their classroom subjects and should receive equivalent professional recognition for their work. Such training is even now available through reading, college courses, and experience in clubs and summer camps. Chairmen should include both types of teaching in their reports to principals upon the ratings of teachers in their departments. Principals should keep such reports on file and should send copies of them to superintendents where such reports on teachers' professional ratings are customary. Increase in salary should follow successful teaching in both fields instead of in one only. Time should be allowed on the teacher's program for her work as sponsor of an activity. These conditions now exist in some schools for a very few activities, such as school papers, orchestra, glee club, and certain athletics. They should prevail for all types of extra-curricular activities. Conferences of sponsors should be held for discussing problems and formulating high standards of efficiency in developing the social curriculum, just as for English, French, and other academic subjects. Committees of sponsors should work out special recommendations, just as committees of teachers of other subjects apply scholarship and experience for the improvement of teaching. More experience with the social curriculum is certain to improve teaching in the classroom curriculum. The sponsor gains a knowledge of youth that is a definite professional help to her as a teacher in the classroom. From her experience in the two fields of education she sees her opportunity for true social service—the educating of youth to better standards of thinking, feeling,

doing, living. She acquires real experience in the educational dictum, "Educate the whole child." All teachers should be socially minded, human, able to understand youth, sufficiently adjusted to keep an objective attitude in all their relationships with boys and girls in the classroom and in the club.

Membership.—The choice of what club a boy or a girl joins may usually be left to the individual, if all clubs are open to anyone whose interest invites membership, as they should be, are held in the school building, and are sponsored by teachers. Many clubs are formed spontaneously by some group interested in a specific thing at the time—making radio outfits or preparing Christmas stockings for a hospital ward, for example. These groups secure their own sponsors. Such clubs do not continue from term to term as do dramatic clubs, musical organizations, language clubs, etc., but they serve a desirable social purpose and should be given free expression under proper supervision. Such clubs often have more of the play spirit of true recreation than the permanent clubs can secure. If the aim is to have every pupil a member of some recreational social activity, it is necessary to supply a great variety of such activities to meet the needs of all.

Game Clubs.—The playing of games is a type of recreation in which much variety may be secured. Games furnish pleasure at school and at home, provide a means for the training of leaders, develop the spirit of play, and give specific preparation for the use of leisure. It seems worth while to do some thorough project work in the high school in the development of this form of recreation.

Training the Leaders.—A group of older upper class students may be trained to make a systematic study of games. First, they must learn the games and like them. Then, by discussion and planning, they may prepare for the leadership of games and the entertaining of selected groups. Practice may also be given in progressive game

parties. Some study of books and magazines on leading games should be carried on to emphasize the points made in discussion.

Entertaining First Term Students.—To practise their methods and theories, the leaders may divide into squads and conduct a game period with a group of thirty freshmen. If the leaders prove to be competent after this trial, clubs may be formed by these groups and their leaders, with an interested teacher as adviser.

Selection of Games.—A thoroughgoing study of games should be made and the games carefully selected to secure the best educational advantages for all the players. Some games should be easy and lively; others, active but not too noisy; still others should serve as mental teasers. Some should be listed for groups of older girls and for older boys or for both together.

Any games that might lead to undue embarrassment for a few of the players should be avoided. To make anyone the butt of ridicule is not the best form of recreation. Others that might bring out vulgarity or sentimentality should also be avoided. Many games are objectionable in large mixed groups for both these reasons. A still further selection of games is needed for large groups and also those that are fun for two or four or twelve or sixteen persons. Still others may be bought at stores, like Flinch, Halma, Backgammon; and others may be played with paper and pencil or with one's wits.

Bibliography.—A suitable bibliography of games should be gathered for the use of the game clubs in a school or for the entertaining done at home by school girls and boys. A reference shelf of books and magazines containing games, puzzles, and charades may be set aside in the library. A card catalogue on 5- by 8-inch filing cards should also be kept in duplicate, so that one copy may be loaned. Games that have been thoroughly tried out and found to be satisfactory may be written up and stencil

copies given as suggestions to groups planning parties,* to game clubs, and to any individual students who want them. Some of the games, after careful consideration of their value, may be published weekly in the school newspaper.

The Value of Training in Games.—To be able to play games with persons of any age, from babies to grandmothers, has great social value. To enjoy playing games of many types may furnish recreation for all periods of a person's life. Parents who can enjoy games with their children have a precious opportunity for companionship and influence. Many high school boys and girls dance for recreation, some read, but many have too little social play of the type that games furnish.

Character Training through Games.—The teacher who watches the players during a game period may observe many character traits and, by skillful guidance, increase the value the practice of games gives in character training. The enthusiasm of the leaders when their plans work well develops a needed confidence in their ability to lead. The shy students, who forget to be shy in doing what everyone else is doing and laughing about, lose their fear when they see that no one is being made a butt of ridicule. Some play fair, with a delicate sense of honor, when the questions arise as to whether one has missed or not. Selfishness, bossiness, vulgarity are gradually lessened in the behavior of other students. Game periods may be directed so that they provide training in character, preparation for the use of leisure, and simple, happy recreation for school, club, or home.

Fitting the Club to the Child.—High schools must develop far more complete and intelligent plans for their social curricula if they are to make the most of their opportunities for the education of our youth. Psychological examinations have added to the teachers' understanding of the gifted, the average, and the dull. What

* See Appendix.

use is being made of this knowledge of varied abilities in planning the social activities adapted to varied needs? An enriched curriculum for the gifted few is usually augmented with clubs suited to their initiative, powers of leadership, and keen, ready intelligence. Such boys and girls belong to several different activities and develop more rapidly and completely through the opportunities for education that these activities furnish. For those of average ability, a few of the clubs offer some appeal, but the majority of these boys and girls find the gifted members doing the work and having most of the fun, with the result that they retire more and more into the rôle of silent onlookers. If the dull stray into one of the clubs, they are likely to be more impressed with their dullness and inferiority than they are in the classroom, where they may be saved such feeling by being grouped with others of like ability. The school should see that there are clubs for those who deal best with concrete material, as well as for those who can deal with abstract ideas. Weaving, basketry, modeling, knitting, carpentry, printing, swimming, hiking, for both boys and girls, done together when possible, in normal companionship, are suitable activities. Boys can make baskets, knit, and do camp cooking, and girls can build model houses, run printing presses, and cut wood for campfires. Many of the activities that boys enjoy should be open to active twentieth-century girls, and boys make cleaner, kinder comrades when they know by pleasurable practice some of the things listed as "woman's work."

The Therapeutic Value of Clubs.—If the school has the service of a psychiatrist to help adjust difficult personalities, some particular type of club may be suggested as of definite therapeutic value. One girl was found to be living in a home with an insane mother, a situation that furnished a grave danger to the mental life of an adolescent. Her affection and sense of duty were so strong that she could not be induced to go anywhere else to live. In school she found an outlet for a good mind in her studies

and secured high ratings, but the psychiatrist felt that this conscientious girl was taking her work too seriously in view of the depressing circumstances at home. She advised that membership in the dramatic club might furnish a wholesome expression for her imagination. Her problem was explained to the sponsor. The girl was given a rôle in a play in which another girl who had recently lost her mother also had a part. The play was chosen partly to cheer and divert these two girls.

Another Instance.—At the end of her elementary school course, Frieda had wished to enter high school, but her father and her stepmother felt that she had had schooling enough and should work to contribute her share to the family expenses. In outward obedience and inward revolt, Frieda was employed in various kinds of unskilled work for two years. Then she decided for herself to enter high school and to find the beauty her soul craved. Her eager joy in school life and her steady application to her daily lessons brought her honor grades in her subjects at the end of her first term. But the friction at home continued, though she was being helped by the dean to lessen it and to adjust herself to what could not be changed. For the time being she was sleeping at home but spending all the rest of the day elsewhere. A small poetry club met after the afternoon session on Mondays. The plan of the club was explained to Frieda and she joined it, eager to satisfy partially there her craving for beauty in all its forms. The club voted at each meeting what poet should be read at the next meeting. Discussion followed reading, as the spirit moved. Frieda's comments were the most appreciative, spontaneous, and astute of any given by the members, though two were seniors. There, in a spiritual comradeship inspired by the beauty of poetry, Frieda gained the contacts with friendly, sympathetic people that she needed to satisfy her starved affections, deprived, as they were, of wholesome outlet by lack of understanding and open hostility at home. Frieda found in the poetry club

friendships that strengthened and guided her throughout her high school course. In this way the poetry club was used for the larger social purpose of helping Frieda, both directly and indirectly, to make a more competent adjustment to her difficulties than she had previously made.

The Need for Mental Hygiene.—Frieda was a healthy, normal girl with grave home difficulties to which any sensible friend might have helped her to adjust herself. The more widely mental hygiene is understood, the more the importance of making such adjustments will be appreciated in the education of normal boys and girls. Sponsors need to be aware of the mental hygiene problems of the members of their club groups and use such activities to help boys and girls as much as possible in solving their personal difficulties. The friendly contacts of a club can reach situations that the classroom cannot solve. They may perform a service to the individual that is incalculable in influence and effect.

Kinds of Clubs.—Since club activities are to be designed for all, with regard for differentiated abilities and mental hygiene, as well as for the interests of youth, it is impossible to list them all in one chapter. Lists are given in several books on extra-curricular activities.*

Some clubs should be permanent, some very temporary. Some should serve the desire to study further, others should aim primarily for recreation or social practice. Many of the best activities of school life have some large social service as a purpose. All should be so managed that there is as general participation by all members as possible, with student government methods of organization. They may be large clubs or small ones, a community effort enlisting everyone in the school, or just a few students drawn together by a common interest. They should be for boys and girls together, with some for boys and girls separately. There may be differentiation by

* See Selected Reading.

grades, also, as section parties, class meetings, senior social hour, freshman frolic. As many as possible should meet in the daytime on school days and in school buildings with teacher sponsors.

Publicity.—The time, place, type, schedules, and outlines of programs of club activities available should be announced widely and clearly. The information may be posted on bulletin boards, printed in the school newspaper, or demonstrated in assemblies by interesting, vivid characterization. Everyone must know about all the extra-curricular activities if each student is to join at least one because of his interest and choice.

Central Supervision.—Some schools have student governments or general organizations, popularly abbreviated as the "G. O." It is sometimes required that charters of all activities be submitted to a committee of teachers and "G. O." officers and the dean. Each activity is considered to be a part of the general organization. Reports of the activity may be required each term and read by the committee. Advice may be given to improve a club, suggest a new one, or initiate membership, for reasons known only to the dean. General schedules for the frequency of pay entertainments or other events may be drawn up, approved, and enforced by the committee of which the dean is a member, *ex officio*.

Financing Activities.—In New York City the general organizations are permitted to have a paid-up membership fee of twenty-five cents a term. The membership ticket may be an admission to certain entertainments, or it may be required for joining clubs, attending athletic events, or voting in general elections. This fund may then apportion certain amounts to all the other activities. Where the fund is not sufficient for this purpose, money is raised by special entertainments, by athletics, and by sales of the handiwork of students. Small taxes for refreshments for class parties, teas, or club spreads are allowed, but such taxes should be kept as small as pos-

sible so that lack of money may not deprive a member of the social education the activity is designed to provide. The policy of "pay as you go" should be followed. Costs should be paid, and not too much be given for nothing, a practice that destroys true values of living. Emphasis may be laid on saving the small amounts from allowances or on earning them.

Credit for Membership.—Colleges and employers in business ask high schools for recommendations in the qualities of public spirit, loyalty, faithfulness, fair-mindedness, honesty, leadership. The extra-curricular activities should furnish evidence of these qualities. To have them available, records should be kept against the day when they are required. Some schools include reactions in extra-curricular activities in their estimates of the citizenship ratings of students. One group of sponsors enter with a rubber stamp on the permanent record card of each member of their clubs the number of meetings attended in the term and add a percentage to the term's rating in the curricular subject with which this activity is connected. In Washington Irving High School the student government office that a girl holds for a term is stamped on her permanent record card. Words are added to express exceptional service. "Volunteer Service" is stamped on the cards of girls who act as ushers at special entertainments, or serve the school on a day when classes are not in session, as during the week of Regents' examinations, and the last days of the term or the three days before school reopens. This is a very small beginning in recording the kinds of service given by students in large schools and their club membership, yet about one-quarter of the student body is given this much recognition each term. One day a girl volunteered to help in the dean's office a day in Regents' week. Her expression showed clearly that she hoped to secure the good record of "Volunteer Service" to lessen the unsatisfactory rating of C for the cutting of classes, conduct she regretted sufficiently to offer service to the school in expiation.

Limitation of Membership.—Some central committee may devise a point system to limit the membership in extra-curricular activities when students belong to too many for their best good. The dean may help in watching the effect of club membership and assist in applying the point system after it has been adopted by teachers and students. More students in clubs rather than a few students in more clubs should be the aim. The dean should give special attention to "problem cases," who might be denied membership for disciplinary reasons. A "problem case" sometimes ceases to be a problem under the stimulating social relationships of a good activity and the wise handling of a tactful sponsor.

Equipment.—Adequate equipment is necessary for developing a good social curriculum. There should be a gymnasium (large schools have two or more, one being large enough for six hundred to dance); a swimming pool and showers, an auditorium equipped like a theatre with property room, stage dressing rooms, rehearsal room, scenery, special stage lighting, and a work shop.

The Work Shop.—A work shop is necessary in order to make effective use of progressive education methods either in the classroom or in the extra-curricular activities. There, dyeing materials, designing and making costumes, building, drawing, and painting of scenery, fashioning of properties on a small or a large scale should be possible. The dramatic performance prepared there may be a charade for a party, a scene for a classroom, or a performance of a Shakespearian play for the whole school, but a place should be provided for the activities that accompany the preparation of the materials for all these types of performances. Some of the work can be done in the classrooms for the art, English, sewing, carpentry classes, but much of it can be done in a work shop in study periods, earned free time, and after school, to give freer opportunity for creative work and worth-while activity.

Social Rooms and Other Facilities.—There should be social rooms for students' councils, section parties,* and clubs, large enough to accommodate from fifty to a hundred persons when extra folding chairs are set up. There should be pianos in gymnasiums and social rooms. In connection with home-making courses in the curriculum, there should be a model apartment and a public service dining room. The model apartment provides a place for small groups to entertain at luncheon on the scale of a small home. The public service dining room, attractively furnished as if it were in a home, should be large enough to use to serve a luncheon for a dozen or a tea for two hundred. The usefulness of a students' social room is greatly increased if it adjoins the dean's waiting room and private office, so that she may oversee, without being too omnipresent, the groups in committee meetings, in conferences of aides and first term students, or coaching groups. If the school can own its own athletic field and have the use of a nearby lake, river, or state park, its facilities for good extra-curricular activities are greatly increased. The school building should be equipped for two social purposes—to give its students suitable accommodations for their extra-curricular activities, and to furnish some entertainment and recreation for the community, part of which should be provided by students in those productions planned for the service of the community. The equipment of the school should be available for the use of the community, under responsible leaders, at those hours when the students are not using it. Members of alumni associations, especially, should be able to continue the social activities they enjoyed while in school by having the privilege of using the equipment of the school building under proper sponsorship.

AIMS OF THE SOCIAL CURRICULUM

There is some unanimity of opinion as to the aims of the social curriculum. Teachers and parents agree that

* See Appendix.

our adolescents need a better conception of the profitable use of leisure. The neighborhood dance halls, motion picture emporiums, and the streets are vying with the home and the school in their appeal for the uses to be made of the leisure hours of our youth. The school should be organized to compete successfully in this situation. Athletics, dramatics, good movies, dancing must have their place in the social activities of the school or they will be sought under conditions that are far less safe and desirable, for youth will have these recreations in leisure hours. Denying opportunity for them under school supervision merely means that they will be indulged in anyway, in the community of adults, and under no supervision that is adequate for the right training of young boys and girls. The schools cannot ignore this opportunity—they must face it and prepare to do their part.

The need is all the greater since our high schools now contain the sons and daughters of all types of people—from homes where the right use of leisure is understood and from homes where the word and its meaning seem absolutely unknown. The social activities aim to give practice in living together in pleasanter, kinder relationships. It is a worthy aim to develop a person who is "pleasant to live with" under the strain of a basketball game, the rehearsals of an operetta, or the enforcement of a student government regulation. The extra-curricular activities should aim to provide the occasion for the development of a sense of achievement in fields where there is greater freedom and initiative than may be possible in the classroom. The acquirement of a sense of achievement is a tremendous force in the growth of the powers of personality. Continuous lack of it may become completely benumbing or else provocative of anti-social behavior. To be a star performer in a mimeograph club may salvage a personality almost submerged in the sloughs of failures in French and geometry. After all, education should devote itself to finding out what one can do well instead of continuing to try to force one to do well what one can do only miserably. Extra-curricular

activities are revealing latent talents and developing them, sometimes shaping a whole future thereby. An effort is being made by "play ways," project methods, Dalton plans, socialized recitations, to bring interest into work, recreation into learning, in the classroom subjects. The extra-curricular activities should aim to furnish recreation, play and work, driven tandem by interest. Students never work harder in English classes than they do during a department effort to produce a fine performance of "The Taming of the Shrew," for which some dye materials, others make costumes, paint scenery, plan spotlights, gather properties, coach actors until the cast becomes only a small group in a beehive of workers absorbed in work that is fun. Classroom work tends to be compulsory. Work in the social curriculum may be elective, under a chosen sponsor, and may be changed when interest flags. The setting of these activities also makes for greater value as recreation. This whole new department of education should aim to give expression to all that is best in the whole personality, and should develop whatever inherent desirable qualities may be present. As a dominating motive for this end, it is better to emphasize service for others, for the school, for the community, and thus avoid undue selection of individuals for praise, prizes, medals. The glamor of the footlights and the thrill of moving an audience are less dangerous to the juvenile star if she repeats her part for the entertainment of the city's charges in an institution for feeble-minded children or for aged dependents. The dedication of talent to social service is a steadying force and a worthy aim.

Success or Failure.—A group of teachers were asked to list the extra-curricular activities of their respective schools and to rate each as deserving A, B, C, D, or E in its value to the student members. The reason given almost unanimously for unsatisfactory ratings was poor sponsorship and lack of worth-while aims. For success in these activities, then, there must be qualified sponsors,

good types of activities, due consideration of the interests of youth, original but systematic methods of management, and direction toward a worthy social purpose.

One successful experiment, described in detail by Dr. Fretwell in the *Teachers College Record*, of September, 1919, was begun in the Speyer Junior High School, in February, 1916:

The whole work of the school was based on two theses: The first duty of the school is to teach young people to perform better those desirable activities that they are likely to perform anyway. The second thesis was: Another duty of the school is to reveal higher types of activity and to make these both desired and, to an extent, possible. The first question that arose in organizing the recreation under the theses laid down was: How could these recreational activities be so directed that they would enable the boys to perform better and have more fun out of those games, sports, and general extra-classroom activities which they were going to have anyway, and, at the same time, how could the whole scheme of recreation provide opportunity for developing initiative, coöperation, responsibility, and intelligent obedience?

Success came as the result of these facts:

1. The boys were allowed to organize themselves.
2. Equipment was provided.
3. Leaders were developed.
4. Responsibilities were given and taught.
5. Work for the good of the school was kept prominent.
6. The aims of the right kind of school leader were formulated, even to "setting the pattern."
7. The Speyer Creed was formulated.
8. The Speyer S and a graded insignia served as visible recognition that the winners had met with a fair degree of success in living the Creed.
9. Requirements for the S were clear and definite. Every boy had a copy.
10. The requirement that, out of a total of 380 points necessary to win the Speyer S, 70 points must be won in each of four divisions—physical, social, mental, moral—called for the development of the all-round boy.
11. An experiment that started in the gymnasium spread throughout all the extra-curricular activities of the school.
12. A General Organization replaced the Athletic Association.
13. There was opportunity for initiative and leadership.
14. The individual boy found his place by his ability to serve his fellows.

15. The details of the whole scheme were constantly developing and changing.

16. A spirit of respect and coöperation was developed.

17. They had a continued source of inspiration in the physical director. Part of the director's success was due to his getting just the right mixture of boy-initiative and teacher-direction.

To those who say, "It cannot be done," Speyer School and others can answer, "It has been done again and again in schools in our land." Teacher-sponsors, directors, deans, should study lists of original and successful activities, read bibliographies of the subject, develop a scholarship in this field, and add to it imagination, judgment, tact, coöperation, and respect for the interests of youth.

Social Needs of Youth.—Many books deal with the needs of youth. One of the clearest explanations is given by Miss Binzel in her lectures. She defines them as aspects of health:

Biological—conserving fine family strains; anatomical—safeguarding and, when necessary, improving organic structures; physiological—insuring the best bodily functioning; psychological—fostering motor, intellectual, emotional integration; scholastic—furthering adequate, differential schooling; social (legal-moral)—adjusting to progressing standards; economic—securing essential satisfactions; recreational—developing worthy leisure pursuits; religious—clarifying and coördinating life values.*

Other words and phrases suggest other points of view—physical, emotional, aesthetic—the need for the tools of knowledge, of training of eye, ear, hand, of experimentation and exploration, of a sense of achievement in new fields of endeavor, of expressing oneself to secure a place in the social group, of approval and friendship from one's fellows. The school must take account of all the needs of youth and plan as wisely and fully as possible to supply them for all its students. The "play ways" of the progressive education movement should suggest ways of making our classrooms supply more of these needs than they are doing where the traditional methods of teaching

* Alma L. Binzel, "Mental Hygiene—One Aspect of Education for Parenthood," Eleventh Yearbook, National Association of Deans of Women, 1924, p. 32.

subjects prevail. The extra-curricular activities may supply other opportunities in fields not easily adapted to the teaching of a required syllabus in a subject. Our public schools must become more and more socialized if they are to meet adequately the needs of youth.

Training Leaders.—Classroom and extra-curricular activities should aim to furnish the best training for those who by endowment should become leaders. We are too prone to devise medals, awards, prizes, selective honors, as incentives for the gifted students, whereas the joy of happy, successful faring forth in well-chosen fields of endeavor should be reward enough to call out all their best energies. These gifted children need to have the school emphasize, not the aloofness of intellectual superiority, but the happiness that comes from contributing the best service of all their energies to the world's work. Advisers should carefully supervise the selection of the types of students who are allowed to represent the school in positions of leadership. The girl who, with the approval of teachers, is elected to the governing council by the student body, should be a type of girl whose leadership will be an inspiration to the rest of the school. The more nearly she resembles the ideal Washington Irving girl, the more she will lift the whole student body when she wins, in interschool contest in original oration, a coveted trip to France. If the followers are to develop the best types of character, the leaders must exemplify them. Youth needs to be helped to produce fine types of leaders from its ranks.

The Seniors as Leaders.—One might expect to find leaders in a senior class that had been under the influence of teachers and subjects for three years. Far more attention should be directed to this end through senior activities. Being a senior should mean to all students being a person who is loyal to the ideals of the school, honorable, committed to the spirit of service in daily acts—a leader by right of experience in the activities the school has furnished, a generous contributor of personal talents to

the social good. To this end, the senior class should be organized separately for the development of morale through a program of activities. A senior pin will help the class members to feel that, because they are seniors, they have attained a distinguished position in the school. Social meetings, get-acquainted hours, where they may build up friendly contacts to be continued after graduation and in alumnae associations, will develop loyalties they need, for most of them will not go on to college relationships. Positions of responsibility in fostering proper freshman orientation, for student government projects, for assembly programs, and for home-room forums will call forth leadership in worthy ways. The dean should take their committees into her confidence in planning for the welfare of the school. Practice in the leadership that it is believed they are capable of taking should be permitted while they are still seniors. Faith in these students may be shown by giving a representative group "the freedom of the school" or extra "free time," to be used as they think best. Seniors should develop a pride in being at the head of the school and in being examples to the younger classes of what the school has done for them. The seniors should be our best proof of what our schools are doing for the students. They should all be helped to realize their responsibility for this kind of leadership of the school. From them we should receive our largest dividends on our investments.

The Senior Dance.—If the seniors give a dance as the chief social event of their term, it should be an occasion for demonstrating the best the school has sponsored in social procedure, courtesy, style of dancing, taste in dress, music, and surroundings. It is preferable from most points of view to hold the senior dance in the fine large gymnasium of the newer buildings. Decorations of flags, lanterns, ferns, school colors, may transform it into an attractive setting. When dances are held within the school building, where teachers and principal have full authority over conditions, most difficulties of chaperonage

may be controlled. Also, the dance is usually more informal and less expensive, not only in cash outlay, but also in the cost of the costume worn, than when held elsewhere. But a senior dance at a hotel may be as safe and as well chaperoned, if certain precautions are taken. An entire suite should be rented and no passing out from the entrance to other parts of the hotel should be permitted. No one should leave the suite to return later. No tickets should be sold at the door. A teacher may safeguard decisions at the door where tickets are taken. New York City hotels supply reliable attendants for dressing rooms and ticket taking, who are on duty throughout the period of the dance. They also furnish a hotel detective for general protection and prevention.

Preparation for the Dance.—Wherever the dance is held, some preliminary preparation for it should be made at senior class meetings or through a general letter from the dean to the seniors. Suggestions about social procedure, appropriate dress, style of dancing, may be included with details about date, hours, tickets, place, hostesses. At a senior meeting correct social dancing may be demonstrated by the best dancers to be secured from a dancing school, in order to set the standard of the approved style of dancing. The gentleman may illustrate how he invites a lady to dance, the correct position, the newest steps, and how he escorts her to her seat after the dance. If the seniors then dance and the demonstrators select a few couples who dance particularly well, a second demonstration with fine effect can be given by having both the demonstrators and the six or eight selected couples dance, so that the rest may compare the best dancing of their mates with the grace of the practised demonstrators. After such an illustration of the standards of the best dancing schools, all students will wish to dance gracefully and beautifully and will try to do their best. After such teaching by demonstration, it has rarely been necessary to speak to anyone at a senior dance about any objectionable style of dancing. A suggestion in advance that each

senior is responsible for the manners of his or her guest at the senior dance lets the school standards carry over to those who might be lacking in good taste in dress, dancing, and manners. When some attention is given in advance to these matters, senior dances, either in the school or at a hotel, may lack entirely the bad features of "hip flasks," improper dancing, or "twos-ing" in corners. A word to the orchestra that regular rhythms are desired, instead of exaggerated "jazz" syncopations, helps also in securing a good style of dancing.

Dances for Other Groups.—Youth must dance, just as at an earlier age boys and girls must run, jump, skate, and play ball. In general, dances should be held in the school building in the daytime. They should be carefully supervised by teachers. Committees of students may confer on standards and aid in explaining them to the groups concerned in the dances. These dances should be practice periods in good ballroom deportment in every respect. A dancing club, sponsored by a teacher, may be used as a demonstration group who will lead the school in standards of ballroom manners. Dress should be kept simple and informal for these dances, as afternoon dress should be. Fewer of the complications about the problem of going home follow daytime dances than evening dances, which may be followed by supper in a restaurant and riding home in a taxicab unchaperoned, at very late hours. A daytime dance can be kept a simple school party; an evening dance takes on the aspects of a "function."

When dancing is a healthful exercise, conducted with the minimum of emotion, as basketball may be, most of its undesirable features drop away. With close supervision, the school dance need have no objectionable incidents, as many schools can testify from experience. Youth will dance—even at music halls, still doing the "shimmy," "black bottom," "cheek to cheek" to "jazz"—unchaperoned if Boards of Education forbid dancing in high school buildings. Here, too, teachers must make the most of these opportunities to meet the social needs of youth.

Sororities and Fraternities.—Administrators of schools throughout the country have expressed so generally their disapproval of sororities and fraternities for girls and boys of high school age that it is unnecessary to repeat here their reasons. The secret society that has no responsible adult sponsorship is contrary to the principles of good extra-curricular activities and beneficial supervised recreation.

THE DEAN'S PART

The dean's part in the social curriculum has been suggested rather than stated. At present it will vary greatly in different schools, since the extra-curricular activities vary so greatly. It will be her part to give help where it is needed in the development of the complete social curriculum. If there is a director of social activities in the school, the dean will be able to delegate to her many of the duties in this field, but there are few deans in high schools at present, and fewer social directors. Let the dean, then, assume the duties in this department of socialization of the students, since their welfare is her particular study. As director of extra-curricular activities, the dean may hold meetings of sponsors, formulate and emphasize aims, suggest kinds of clubs needed, place individual students in the kinds of clubs they especially need, arrange schedules of all activities, assist with the publicity required. She may be, *ex officio*, a member of the committees examining and approving charters, apportioning funds, regulating the frequency of performances at which an admission may be charged, determining standards of scholarship to be required for participation in public performances or other activities, and approving and applying a point system to control the number of extra-curricular activities one student may carry at one time. She may work with the authorities of the school system to secure the added equipment needed for the social activities. She may formulate plans for allowing credit or record, on permanent record cards, for participation in extra-curricular activities, and see that those who

prepare recommendations for students understand how to include this record. She will be able to see the social curriculum as a whole from the point of view of the entire school and plan to give it unity, purpose, effectiveness. Her relation to individual clubs and entertainments may be not more than that of an invited guest, a purchaser of tickets, an appreciative member of the audience. Or she herself may be adviser of the student government, chairman for the senior dance, one of the directors of the term "G. O." entertainment, and sponsor of one club of her choice. If the deans will lend a hand with the formulation of a complete program for the extra-curricular activities, steady growth may be expected in this department of education. As Dean Kerr once said, "The field of the deans of girls is the field of socialization, of teaching girls fine and gracious ways of life."*

* "The Dean of Girls in the High School," Dean Mina Kerr, in *Teaching*, Kansas State Normal School, Oct., 1922.

CHAPTER X

THE GROWTH OF THE WORK OF DEAN

A SUMMARY OF SUGGESTIONS

In this book the writer has tried to give suggestions for the possible development of the work of high school deans. These suggestions have been based upon existing facts and upon the experience of deans in the first years of the development of this field of educational and social service. A few probable trends for the work have been stated.

The Experience of the First Years.—The experience of these early years of the work has been built up from the suggestions of teachers and students and the advice of principals and of other deans, until now there seems to be a definite body of principles, duties, responsibilities, and ideals that belong to the position of dean. There is now also a considerable list of books a dean may read for further information about her work. These must continue to be sources of new suggestions for the growth of deans' service, if such service is to meet adequately the needs of the next generation.

The Steady Growth of the Work.—The growth of the work of dean in the high school will come from the use, to the fullest possible extent, of present opportunities, but the growth must be gradual, steady, controlled. The present needs of each school must be met gradually, with carefully considered plans, introduced only so far and so fast as the faculty and students are ready for them. Deans must learn to wait patiently for the right time to introduce new developments. Yet they should see to it that there is steady development, term by term, and avoid a mere treadmill repetition of routine, however good the routine may be.

Aims for the Future.—To guide this growth, there must be work done today which must be tested by the aims that should be realized in the schools of our republic as they should be twenty-five years from now. What are the objectives of the work of deans for these better schools of the future? What new movements outside of the schools, as they affect youth, must be considered and dealt with each year? What movements within the school will modify conditions, attitudes, ideals? School people need to think, as clearly as possible, in terms of the schools and of the youth of our country, what our civilization needs to have in the future, in order to keep true values and balance in the changes and growth in our schools today.

The Schools of the Future.—Twenty-five years ago the emphasis in education was upon group instruction, promotion by grades, the teaching of subjects. Today the emphasis is upon individual instruction to meet individual needs and capacities, individual advancement through the course of study at individual rates of speed, the development of potentialities of students of very varied personalities through the use of carefully adapted subjects and the whole set of activities that make up school life. Twenty-five years ago most of the social needs of high school students were taken care of in the home, or neglected there, as the case might be, for the high school population then was a small, selected group taking academic subjects and, in some schools, a few commercial branches. Today, high schools are gradually accepting, with the enormously increased enrollment of youth from all types of homes, the responsibility for supervision of these young people in health, social life, moral character, vocational aims, and preparation for well-adjusted living. Twenty-five years from now, such social service as we find today in a few schools should have been developed, adapted by Boards of Education to individual schools and to school systems, and carried out for the care of each child, far more completely and thoroughly than is yet

possible anywhere. It is the ideal of this republic that its youth shall be given education as a preparation for citizenship. The age of compulsory school attendance has gradually been increased. The state and the federal government realize that the schools must do more and more to prepare youth for citizenship if our nation is to progress in its leadership in civilization.

OUR YOUTH

In spite of a period of flapperism, rebellion against conventions, license, undisciplined judgment, ignorance disguised as lawlessness in our youth, many workers among young people feel that the worst phase of that period is passing. Such workers have faith in youth and a belief that the next generation will bring changes as the results of the revolt in this one, changes that will be for the better. School people, as a rule, get a one-sided picture of youth, the picture youth chooses to present in school in the presence of teachers and classmates. There they seem to be law-abiding citizens, willing to take their turn in serving the school, "getting by" in their studies more or less successfully, too well behaved to be a complete picture of the true state of their minds in many cases. To complete the picture, school people need to know more about the daily lives of their pupils outside of school. This is difficult to get. School people, however, should always remember that pupils as they know them in school may be quite different outside of school, on the street, at home, at movies, at dance halls, or in Jimmie's roadster. Our faith in youth should be something more than a mere denial of facts that we do not really know about them. Our faith in our boys and girls is based upon our experience in thousands of individual cases that, given wholesome outlets for their energies, proper sublimations for their emotions, and the direction of their various urges into useful channels, almost all of them prefer good to evil, sane living to license, some service to complete selfishness.

The Next Generation.—In a tea room recently, a school teacher could not help hearing the conversation of three young people who sat at the same table. A young man, his wife, and a college friend, all students at a nearby university, were discussing marriage. The single man was advocating that the marriage ceremony be abolished. The married man was setting forth the arguments that marriage is an ideal institution of the white race and that faithfulness to one wife is the basis of the best type of civilization. What has been the training at home, in schools, among other young people, that has brought these two young men to these opposite and vital points of view? Will parents and schools succeed in giving sex information to the next generation early enough in their lives so that youth may have wholesome attitudes and high ideals about the value and meaning of true marriage? What the social conventions of the next generation will be the writers of today do not prophesy in detail. Most of them lay the blame for the present conditions among our erring young people to weakness, inefficiency, lack of sympathy and understanding, and to the bad example of their parents. Most of them say in no uncertain terms that the only hope for the future generation lies in a revival of firm, fine training and example in the home, a training in religious feeling and responsibility, in obedience to laws that are for the protection and advancement of civilization, in self-restraint and unselfishness for the good of the social relationships all must share, in a sense of duty to give to one's times the best one has to contribute as an individual toward the steady progress of the race. If such solid foundations in character, ideals, and beliefs are laid now, in the home and in the school, there is fair reason to have faith that the next generation will be made up of better youth than these young boys and girls are who cause their elders such keen anxiety today. Changes in the training of boys and girls are imperatively needed. It is the opinion of many workers of wide experience that only through a deeper spiritual life can young people find the strength and wisdom to guide

them through the temptations that were never so many nor so varied as they are today.

A Newer Definition of Freedom.—Will the next generation get a better understanding of freedom than this one has had when freedom has so often been license, selfishness, irreverence, ignorance? Some young people are already thinking through to a truer definition of freedom and are realizing that freedom means self-imposed self-restraint, service, sacrifice, a sane adjustment to life and to one's own nature. It is to such thinkers and to such freedom that our generation needs to look for leadership if the next generation is to give to our nation the progress it hopes for from them.

Our Graduates.—The graduates of our high schools who return for reunions or calls justify some of our hopes for the future. Those who have been out of school for twenty years seem so often to be normal, sensible people. Many of them are married and tell with very evident happiness of their children, their husbands, and their homes. Others report with pride their success as teachers and workers in varied lines of business. These who come back are loyal to the school, grateful for what it has done for them, affectionate toward teachers and classmates of their happy school days. The ones who fail in life do not come back, so the school gathers a rosier impression from the reunions of graduates than all the facts would give. The younger graduates who have passed through their adolescence under the influence of the World War and its post-war effects are different from the older group. They need steadying in order to define their freedom in terms that are safe for themselves and for democracy. They constitute the group that it is hardest for the school to reach and to influence. The ideals that they have gained in school should help them somewhat to interpret life nobly through the difficult age from twenty to thirty.

THE DUTY OF THE SCHOOL

The school must face fearlessly its duty to youth and furnish as complete preparation as possible for this puz-

zling business of living life well. The school should formulate clearly the standards and the responsibilities of education. It should be able to equip its youth with the fine character that will abide through the strain of life. It should use every means to develop a citizenship that is worthy of our democracy.

New Adjustments to Inventions.—This generation is struggling to adjust itself to the changed social conventions arising from the use of the motion picture, the automobile, and many other inventions. It may not be long before youth will have to adjust itself to the freedom of the skies from the cockpit of an airplane. Colleges and schools have begun to assume responsibility and to send to parents requests and to students regulations regarding attendance at motion pictures and the use of automobiles.

The Use of Modern Inventions in Training for the Use of Leisure.—Schools have begun to make use of modern inventions for training youth in the good use of leisure. The victrola, the player piano, the motion picture, and the stereopticon are all used in many schools today to increase the efficiency and pleasurable-ness of learning. The radio is soon to be added to school equipment. Some writers forecast that the working man's day will be six hours long and confined to five days a week. If these are to be the business hours of the next generation, the schools must do far more than they are now doing to give training in the wise use of leisure.

The Work of Socially Minded School People.—Socially minded school people who think in terms of the education of the future and the youth of the next generation will find plenty of work now in their schools that will lay the foundations more firmly. In every possible way they will plan and carry on activities that will develop in boys and girls the right kind of self-restraint, the self-expression that centers in service, the free sacrifice that the individual must make for the good of society. Only

when these come from within, from conviction, and from love of the good can democracy be safe in this or in any generation. Adults, in school and outside, must learn how to win the confidence of youth in time to give the guidance that will prevent disaster. This is work for every school man and woman, for every father and mother, for every minister and social worker. Upon the thoroughness of the teaching, guidance, and supervision of our youth now depends the future leadership of our republic in personal morality, in international relations, in moral and spiritual influence in the world, and in the practice of universal brotherhood.

APPENDIX

APPENDIX

I. PERSONAL RECORD CARDS

Special study is being given to the forms of personal record cards in order that a practical, uniform card may be adopted by secondary schools and colleges. Professor Ben D. Wood, of Columbia College, and Dr. E. L. Clark, of Northwestern University, have made such a special study of record cards and have designed Cumulative Educational Record Forms for secondary schools and colleges. A thousand copies of their college form are now in use at Columbia College.

The secondary school card, illustrated later, is being placed in use in the schools of Pennsylvania, beginning in March, 1929, in the junior high schools of Pittsburgh. The use of the cards in Pittsburgh will furnish a thorough demonstration for the State of Pennsylvania and for other states of the country. A full account of these forms follows, reprinted here from the *Educational Record Supplement*, American Council on Education, July, 1928, pp. 12-31, by the permission of Dr. Ben D. Wood.

A. CUMULATIVE EDUCATIONAL RECORD FORMS OF THE AMERICAN COUNCIL ON EDUCATION

The Central Committee on Personnel Methods has developed from a committee appointed by the section on Anthropology and Psychology of the National Research Council. The Committee is at present organized under the American Council on Education, and is operating under a subvention from Mr. John D. Rockefeller, Jr., which he has generously afforded for the support of the study and development of personnel procedure.

Unity and continuity of the educational process, including the totality of individual development from kindergarten and primary school to the last year of instruction, sums up the principles to which the Committee subscribes and in the interest of which it is working. The immediate attention of the Committee is focused upon college

problems. In the wider sense our attention is upon the aims of education and the development of certain methods and tools which are useful in schools and colleges.

The sub-committee whose preliminary report follows has addressed itself to the task of preparing a personal record card and an accompanying manual. The form that is here presented is the work of Prof. Ben D. Wood, of Columbia College, and Dr. E. L. Clark of Northwestern University, who have made a study of a multitude of record cards, preserving many good features and adding others which represent their own best thought and that of the Committee. Although such a record form is in a sense a routine tool it is really far more, because the items included on the record and the instructions given in their use represent the findings of many investigations from many points of approach to the problem of individual guidance and development. The record form has comprehensiveness, a novel and very time-saving chronological recording scheme to recommend it, and more important still it is the reflection in record form of a point of view—a point of view which many of the colleges of the country have hoped to develop and toward which they are still directing their efforts. The form is probably far from perfect. Many suggestions as to its improvement will be made, but it is a start, we believe a good start, in a comprehensive standard and useful record of a student's complete activity in college.

The Committee invites the use of this folder in its present form in the hope and expectation that experience will indicate modifications and improvements in future editions. It is believed, however, that in main outline the work here presented will prove reasonably permanent.

H. E. HAWKES

Chairman of Central Committee on Personnel Methods

CUMULATIVE EDUCATIONAL RECORD FORMS *

For a number of years considerable attention has been given to the problem of formulating a cumulative record system for the whole educational ladder, built around the concept of the student as an individual and continuous entity, whose developmental history is more significant and revealing than is his status at any one time, however accurate and complete may be our information concerning his status at any such one time. The tentative college record form has been formulated by a

* Prepared for the Committee by Professor Ben D. Wood, Columbia University.

committee of the American Council on Education under the chairmanship of President L. B. Hopkins of Wabash College. President Hopkins' committee is keenly aware of the fact that the form thus far evolved represents only a beginning of the difficult task that the committee has undertaken; and it must be clearly understood that the folder in its present form is issued for experimental purposes. It should also be made clear that the practical value of this folder depends upon the adequacy and precision of the accompanying Manual of Directions.

Every record form of this sort must be a compromise between what experts would consider ideal and what experienced administrators consider practically feasible. Thus, we have allowed very small space for such important items as health and mental hygiene data. It is apparent that these space provisions are inadequate for any individual who is a serious physical or mental health case; but there are several considerations which seem to justify our space allotment for these items. The permanent cumulative record is intended to be an *ex post facto* record, designed for the typical student, and providing for detailed data mainly on his *educational* history, and caring for other and sometimes more crucially important aspects of his development only in general terms. This record is not intended to be either inclusive or exclusive. It will not exclude the use of auxiliary record forms for atypical cases, nor is it intended to replace the medical examiner's record nor the Employment Bureau's detailed record of jobs secured, held, or lost.

Nor is the cumulative educational record intended to replace Registrar's records, or admission application blanks, or auxiliary source cards or report forms or interview records now used in various parts of the college and the high school administration. All the forms now used, and perhaps additional ones, should be considered as sources of the data that are to be evaluated, interpreted and put upon the cumulative record in terms of defined units and symbols which may be uniformly meaningful in all schools which use this form or which have access to the Manual of Directions. It is not remotely intended that this cumulative record shall include *all*

the information, not even all the important and significant information, that the college has in its possession regarding a given student. It is intended to give a fairly complete and meaningful *outline* of his educational achievements, both curricular and extra-curricular, plus general indices of, or guides to, other significant types of information that should be taken into account before any crucial decisions are made respecting a given case. Thus, a notation in the health line of an otherwise normal record, would warn the Dean or personnel officer that the student's detailed health report should be consulted before making any further major decision concerning him. If it is a chronic condition, the periodic reports of the medical adviser should be kept in the folder until the health factor has reached some kind of final adjustment, so far as the school is concerned.

This record folder in its present form represents furthermore a special sort of compromise between including on one card an all-inclusive educational record and excluding from it all save the college record. The view has been taken that the educational record of a college student includes his grade school and high school data no less than his college data. Indeed, from the constructive viewpoint, an exact and understandable record of the pre-college educational developments of a college student is a requirement in planning and advising his college work and life. A college record not firmly based upon an adequate lower school record is too often foredoomed to be merely a record of an academic *post mortem*. In the light of this view it seems necessary to indicate in some detail the nature of the pre-collegiate record which the committee considers to be an indispensable foundation for an adequate college record system. No satisfactory exposition of the college record folder seems possible without a clear understanding of the preceding record of which the college record is designed to be an unbroken continuation. Nor could we justify the compromise alluded to above in any other way. The college folder in its present form provides very meagre space for high school data. Paradoxical as it may seem, the ideal college record which we hope will be in general use within a decade, will provide not *more* space but *no space at all* for high school or lower

school data. The only reason for allowing any space for high school data on the proposed college folder is that adequate records are not now, and will not for some years, be furnished by the lower schools, and that such data as are at present furnished by the high schools are so meagre that they can be conveniently summarized in a small space. When the lower schools begin to furnish adequate cumulative records in standard form, these will become automatically a part of the college record, without the expense and errors involved in copying. The high school record in its complete form will then be a part of the whole educational record used by the college. This point will become clear as soon as the illustrative high school record which follows is explained.

Some of the criteria for a good cumulative record form which have guided our efforts are:

1. The record form must show *trends of development* of abilities and interests.

2. It must be based on *accurate measures* and *concrete observations*.

3. The record must provide a means for recording measures and observations in comparable and meaningful terms, wherever such measures are available, but must at the same time provide for convenient recording and clear differentiation of whatever measures, subjective and non-comparable, may be available.

4. The data should appear in a form and order capable of showing their inter-relations, and thus presenting a coherent and integrated picture of the individual.

5. The record should be capable of quick reading; hence it should be in graphic form in so far as possible.

6. The record should be fairly complete for the large mass of "normal" children, requiring auxiliary cards only for extremely atypical subjects, mentally or physically.

7. The record should be reproducible, inexpensively, accurately and quickly, by such methods as photostating.

8. The record should be accompanied by a carefully written and amply illustrated manual of directions.

9. It should be administratively convenient, showing all available information on one continuous record form and permitting the collection of further data, by auxiliary cards and otherwise, for current use (in connection with the previous record) and for periodic sifting and entering on the permanent record.

10. Since all officers of the school that have to deal with students should have access to all the information that is available on each student anywhere in the school, it follows that the Principal's record and the teacher's

record should be duplicates so far as information of permanent significance is concerned.

1. Secondary School Cumulative Record Form

The general scheme of this cumulative record form is to provide annual spaces for all items of information that change or may change as the individual grows older. Family history and factors which do not change or which change relatively little are provided for on page three. The annual columns are intended to represent *calendar years* rather than school sessions or school grades. This arrangement makes possible graphic interpretation of all the entries in the record in terms of the life span of individuals and in terms of their individual growth rather than in terms of artificial and frequently insignificant and unimportant school quarters, or semesters, or sessions. In general, this record when filled out for a given individual may be described as a time-projection of the significant bits of information that the school has been able to secure about him.

As indicated above, this provisional record form is presented here merely as a tentative outline of the general features which a cumulative record form should have. Many of the details may be considerably altered. The basic skeleton of the record, however, will be permanent as here presented; that is, columns representing calendar years which permit the data collected during a given year to be so summarized as to present an interpretable cross-section of the individual's life and at the same time permit the interpretation of any given entry in terms of all the data that have been collected in preceding years. The extent to which this form of cumulative record can give a meaningful picture of an individual can best be comprehended by an attempt to read the record for the individual whose identity we have concealed under the name of John Morton Smith, Jr. John Morton applied for admission to college in September, 1927. He presented credentials in the form of college entrance examinations in Chemistry, Plane Geometry, French, Algebra, and English, and one or two other subject matters, the records of which were not available for inclusion on this record form. In addition to these college

entrance examination results, John Morton's application blank included estimates of his intelligence or native capacity by his school principal, his supervisor, and his Mathematics teacher. These ratings are indicated on page one of the chart in the 1927 column by the open circles followed by the notations, Chem., Geom., Fr., Alg., Int., and Eng. The quality of the ratings is indicated by the distance above or below the heavy horizontal line labeled "C" at the extreme left of the chart. John Morton was not admitted to college for the reason that his grade on the college entrance examination in English was in the lower 16 per cent of the candidates who took that English examination and that his principal, supervisor, and Mathematics teacher estimated his intelligence as being below average, and, further, because the interview which he had with the admitting officer was such as to convince that officer that John Morton was not a good college risk. It should be added that the case of John Morton came to light only accidentally.

Investigation of his case revealed the fact that he had spent five years in one of the best secondary schools in the country, in which he was considered an unusually gifted student. He graduated from this six-year high school in five years with honors. The school is known as an experimental school in which objective tests have been used for many years regularly at the end of each semester. As a result of this practice the school has a very large mass of data on each individual that has spent any considerable time in that school. The data on John Morton were found in a folder of papers about two inches thick, including more than a hundred separate sheets and cards and booklets. These sheets and cards and booklets were clipped together by years but none of the information had been summarized or coördinated into a single coherent cumulative record form. The data presented on the record form used above include only a selection from the voluminous reports available of items which were considered most significant.

On the first line at the top of the record appears the subject's name, his religion, sex, and date of birth. On the second line (Year) are indicated the calendar years. The third line (M.A.) provides space for entering the mental age measurements. The fourth line shows the chronological age of John

26	NAME AND TYPE OF ORGANIZATION	1922	1923	1924	1925	1926	1927	1928
27	SEASONS FOR LEAVING	1922	1923	1924	1925	1926	1927	1928
28	NUMBER OF DAYS	10	11	12	13	14	15	16
29	TYPE	10	11	12	13	14	15	16
30	AGE	10	11	12	13	14	15	16
31	ACCOMPLISHMENTS	10	11	12	13	14	15	16
32	CLUBS, OFFICES	10	11	12	13	14	15	16
33	CLUBS, OFFICES	10	11	12	13	14	15	16
34	CLUBS, OFFICES	10	11	12	13	14	15	16
35	CLUBS, OFFICES	10	11	12	13	14	15	16
36	CLUBS, OFFICES	10	11	12	13	14	15	16
37	CLUBS, OFFICES	10	11	12	13	14	15	16
38	CLUBS, OFFICES	10	11	12	13	14	15	16
39	CLUBS, OFFICES	10	11	12	13	14	15	16
40	CLUBS, OFFICES	10	11	12	13	14	15	16
41	CLUBS, OFFICES	10	11	12	13	14	15	16
42	CLUBS, OFFICES	10	11	12	13	14	15	16
43	CLUBS, OFFICES	10	11	12	13	14	15	16
44	CLUBS, OFFICES	10	11	12	13	14	15	16
45	CLUBS, OFFICES	10	11	12	13	14	15	16
46	CLUBS, OFFICES	10	11	12	13	14	15	16
47	CLUBS, OFFICES	10	11	12	13	14	15	16
48	CLUBS, OFFICES	10	11	12	13	14	15	16
49	CLUBS, OFFICES	10	11	12	13	14	15	16
50	CLUBS, OFFICES	10	11	12	13	14	15	16
51	CLUBS, OFFICES	10	11	12	13	14	15	16
52	CLUBS, OFFICES	10	11	12	13	14	15	16
53	CLUBS, OFFICES	10	11	12	13	14	15	16

Morton. Notice that in each column John's age was written over a short vertical line drawn between the third and fourth dots. This shows that in 1922, for example, John was ten years old about the middle of April. The fifth line shows Intelligence Quotients figured at different times in each year. The sixth line shows the educational achievement of John Morton in each year as measured by standard tests and expressed in terms of grade norms. The seventh line shows the school grade attended each year. Notice that in 1922 John Morton finished the sixth grade in the spring, entered the seventh grade in the fall, and early in 1923 was found in the eighth grade and in the fall of 1923 in the ninth grade. The eighth line provides spaces for Educational Quotients.

The gridiron chart summarizes in graphic form the measurements made of John Morton's achievement in various school subject matters, as measured once or twice each year during a five-year period by means of standardized tests. The records of his school grades as determined by subjective estimates or subjectively scored examinations were not included on this chart except for the college entrance examination results referred to above.

The scales at the left of the chart are merely suggestive. The first one represents percentiles scaled to half-sigma distances, and the second is the traditional letter grade scale used in most institutions. The letter grade scale in this case has been adjusted to fit the percentile distribution of a particular school; if a school using this card has established a different letter grade distribution, the scale can be changed or replaced by a percentage scale.

Looking in the upper left-hand corner of the gridiron, we notice that John's I Q as measured at the end of the sixth grade places him in the 99th percentile. Following the points connected with this first I Q measurement across the chart, we find that the average of ten separate intelligence tests given over a period of five years gave John Morton an average I Q which is clearly within the highest two per cent of human intelligence. Again looking at the upper left of the chart, we find that in Junior High School Geography as measured by standardized tests, John Morton is clearly within the highest

two per cent. The results of his English tests are somewhat irregular, but the average of them is clearly within the highest six or eight per cent. Looking in the 1923 column, we notice that John started French in his second year in the Junior High School and speedily went to the top of his class, being clearly within the highest one or two per cent in French throughout his three years in the Senior High School. He started American History in the fall of 1924 and took three standard tests, achieving an average in all three in the highest two per cent. In Economics, which he took in the last year in Senior High School, John was within the highest three per cent.

Going back to the left end of the chart, we notice that John was in the highest twenty per cent in Arithmetic at the end of the sixth grade. He was measured three times in Arithmetic in the Junior High School and achieved an average at about the 90 percentile. In Algebra, however, he dropped down to about the average and when he got to Plane Geometry he dropped down to the lowest 16 per cent. In General Science, Biology, Physics, and Chemistry, John was consistently above average. In Drawing he was just about average. He was below average in height and still further below average in weight throughout the Junior High School period. In 1923 he took the Stenquist Mechanical Test and was found to be in the lowest 16 per cent. In Hand-writing he was found to be in the lowest 10 per cent in 1923 and 1924.

John Morton became ambitious in 1926 to go to college that fall. In an effort to increase the number of credit units that could be counted toward college admission, he applied for permission to take a college entrance examination in Spanish. Since he had not studied Spanish, this privilege was refused. His Modern Language teachers, however, saw fit to try him out with a standardized test in Spanish and found that he achieved a score which placed him in the highest three per cent of third year Spanish students. In oral Spanish, however, he was in the lowest six per cent according to subjective tests given by his Modern Language teachers. These Spanish measurements are indicated in the 1926 column. This is one of the most significant bits of information that could

be recorded about any prospective candidate for admission to college. It shows not only extraordinary linguistic ability, but scholarly initiative and independence which is only too rare in students that have been regularly admitted to college.

It will be noticed in the 1927 column that the college entrance examination grades are greatly at variance with the standard test measurements. The highest college entrance examination grade is in Chemistry and the next highest in Geometry; the next highest in French. French was clearly John Morton's strongest high school subject, and Plane Geometry was obviously his weakest point, according to the Plane Geometry standard test result of May, 1926, and according to the combined Algebra and Geometry test which he took in May, 1927. The lowest college entrance examination mark was in English, which is obviously erroneous if the preceding five-year record has any validity at all. It is probably accounted for by the fact of John's very poor handwriting, and his excitable nature as revealed in the rest of the record. The general inference from this graphic record of his school measurements covering the Junior and Senior High School years is that John Morton is probably in the best five per cent of college risks so far as scholarship is concerned.

Before turning to the highly confirmatory remainder of John Morton's cumulative record, it may be noted in passing that the chart and the blank spaces immediately under it provide ample room for entering the subjective school grades in each one of the subject matters he might have studied in each year or semester. The subjective grades might be entered on the chart just as the standard test results have been entered, but using the open circles, and any explanatory details or remarks could be entered on the lines to the right of the chart in the appropriate column.

Immediately under the space for the photo we find spaces for attendance, cause of absence, and discipline. Many reports under these headings were found in his folder but none were of sufficient significance to be included on the permanent cumulative record. There were many, however, which seemed significant enough to be permanently recorded under the head of "Unusual Accomplishments." Only four

or five of these have been noted. In 1924, at the age of twelve, John's English teacher reported that he had read Shakespeare complete and had written an essay on Shakespeare in Politics which was a model of documented writing in view of his age. In 1925 his French teacher reported that he had independently read several works of four French authors. In 1926 John further manifested his interest and ability in French by translating three short French comedies into English. It was in this same year that he demonstrated his ability and initiative in romance languages by taking the standardized test in Spanish and achieving a score within the highest three per cent of normal third year Spanish students. In 1927 his English teachers reported that he had written a manuscript of two hundred pages on Geography in French Literature, and especially commented on the breadth of its documentation.

Nowhere is the advantage of cumulative records better illustrated than in the lines provided for extra-curriculum experiences. No one entry in either of these lines could possibly have any great significance, but no one can fail to notice a definite trend in both these lines. Reading from left to right in the athletic line we find that from 1922 to 1925 John indulged slightly in hiking, baseball, football and tennis. After the spring of 1925 his only athletic activities consisted in frequent solitary hikes over the neighboring hills. All participation in group athletic activities ceased in the spring of 1925. In the non-athletic line we notice that from 1922-1924 John indulged slightly in dramatics, debating and journalism. After the fall of 1924 all participation in group activities ceased and John achieved quite a notoriety in what was called journalism. Actually, this was confined wholly to writing serious reviews of learned books. These two lines of interest give a hint not only of significant trends in the development of his personality, but also of his interests and abilities. The line for vocational experience gives a picture of industry which is only rarely associated with average college students. He worked three months every summer for five years at speedily increasing salary and with highly favorable reports from his employers. The holding of a job for three months may not be of much significance per se, but

when such jobs are held for five consecutive years, the indications of industry and reliability are no less significant than are those of effective interests and intellectual integrity. All the teachers in the Junior and Senior High School years agreed with John that he should go to a liberal arts college. His professional preferences from 1922-1926 were given, in order, as writer, writer, law, journalism, and writer. His reported interests were consistently in the field of literature, English, French, Spanish, and History. He had no special defects except a difficult case of variable astigmatism which was finally corrected. In his tenth and eleventh years he was in poor health, but in good health throughout his Senior High School years. He was considered very shy in the Junior High School years and was reported as definitely avoiding company in the Senior High School.

Only a few of the available personality ratings were entered on the present cumulative record form. John was a very small, not very handsome, and very shy youngster. His personality was, therefore, consistently rated as very poor. Minus two is the lowest rating given, and plus two is the highest in the system employed in this school. In leadership he was reported as indifferent or as definitely below average. In 1922 he was given the lowest rating in initiative and in 1925 and 1926 he was given the highest possible rating in initiative. This can mean only one thing: the 1922 rating in initiative referred to group activities and the 1925-1926 initiative ratings referred to literary activities. In 1923 he was rated as indifferent in reliability. Investigation showed that in this year John's dislike of group activities led him to avoid attendance at rehearsals and team practice. All his other ratings on reliability are very high. In 1923 the record shows that he was examined by a mental hygienist and was reported as being highly introverted.

This record, covering the five years in which this youngster was graduated from a six-year High School, is in violent contrast with the meagre and hardly defensible snapshot record on the basis of which he was denied admission to college, and which is too often typical of the kinds of records on the basis of which many applicants for admission to college are accepted

or rejected. When college admissions shall be largely based on cumulative records similar to the one illustrated, we may hope that the present mortality rates of college students will be greatly mitigated. The obvious and gross error of not admitting this boy illustrates strikingly the practice in our education which results in a loss of more than a third of college freshmen before they achieve sophomore standing and in the failure of 5 out of 7 freshmen to achieve any kind of academic degree.

Few people know what painful searchings of heart and mind are the portion of admission officers during the admitting periods, particularly in the September rush. They are always wondering with reference to each case decided whether they have been fair to the applicant, to the college, and to society in admitting or rejecting the applicant. Nothing will ever release the admission officer from the responsibility and burden of making the final decision, but his most soul-trying experience would be mitigated to a very considerable extent if in the majority of cases he had as a partial basis for decision such a record as is here illustrated.

The main value of such a record is not, however, merely that college admissions would be more accurate. The main advantage is that bright minds can be authentically detected very early, and adjustments and readjustments made in the light of cumulative and comparable information on achievements and on trends of development of interests and capacities, while there is still some hope of adjustments being successful. Adjustments that are provisionally made, and all should be made provisionally, can be checked up and altered to meet newly developed or newly observed needs. The colleges are becoming increasingly conscious of the fact that their real responsibility is not "college education," but the education of college youths. If a boy is ever a college type of mind he is such from birth, and the college has as vital an interest and as large a responsibility for directing the educational activities of a college youth when he is aged six, or ten, or twelve, as when he is aged sixteen or twenty. That this directing function must be done through teachers whose pay-rolls are administered by other than college trustees, makes

the task more delicate but does not lessen the responsibility of those who claim higher and liberal education as their province. The management of the education of college youths must be a sympathetic and patient coöperation of the complex administrative fractions that now make up the whole educational ladder, and the common denominator of these various fractions must be the individual child as pictured in a complete and cumulative record similar to the one illustrated above.

2. College Cumulative Record Forms*

The tentative form which President Hopkins' committee has worked out for the Cumulative Educational Record folder for colleges very closely parallels the lower school form illustrated above, and is ultimately intended to be an extension of it. The general adoption of a uniform record in colleges and high schools will eliminate many inconveniences as well as grievances that we now suffer because of the imaginary Chinese Wall which has been erected between secondary and higher schools, and because of the excessive individualism displayed in record forms. The Principal of a large New York City High School has made eloquent and entirely justifiable complaints against the heterogeneity of forms sent in by the colleges to be filled out by High School Principals. If a standard form could be agreed upon by both colleges and high schools, there would be great saving of time, money, feelings, and errors. The size and frequency of errors due to the variety of forms now used, and to the fact that the records have to be copied on these heterogeneous forms by hand have been too long and too much underestimated. The adoption of a uniform blank will make possible the photostatic reproduction of the records, and these photostatic copies sent, e.g., from a high school to a college, being of the same general form as the college folder, immediately become the basal records of the college, and the college record is started merely by slipping a blank college folder into the photostat folder which has come from the high school. It would obviously be wasteful to copy an already compact record from one folder to another. Special cases, in-

* Prepared by Professor Ben D. Wood and Dr. E. L. Clark.

volving one or more auxiliary record cards or sheets, could still be reported completely by photostatic copies of such auxiliary cards. The important thing is not that all the information be on one folder, but that the folders containing the lower and higher school records should be kept inseparably together, so that they can be read one in the light of the other. The uniform folder system here proposed makes it easy to keep the high school and other temporary or permanent auxiliary records with the college folder, because it has all the conveniences of the ordinary file folder.

(Inquiries for further information about the Cumulative Personal Record Forms should be addressed to Dr. Ben D. Wood, Columbia College, New York, N. Y.)

B. PERMANENT RECORD CARD OF WASHINGTON IRVING HIGH SCHOOL

The Washington Irving High School uses a permanent record card that was designed in the school to provide space for the records in five different courses. Need has arisen for space on the card for considerable information in addition to teachers' ratings in subjects and in conduct, neatness, posture, and speech. The intelligence quotients in group and individual tests and examination by the doctor are recorded on one free corner, the health records of the physical training department on another, and the records in extra-curricular activities in another unused space. When a new card is designed, regular space and topics should be assigned for all these entries.

These cards are placed in binding covers, one for each section group, and kept in section drawers of a cabinet containing 170 such drawers. At the end of a term, the cards are removed from the covers and sorted according to the registers of the new sections of the next term. The interpretation of the intelligence quotients, which is reproduced below, is pasted inside each cover.

After students have been graduated or discharged from the school, their permanent record cards are filed alphabetically in vertical filing cabinets.

When colleges ask to have blanks filled out, the records must be copied by hand from the permanent record cards of the

students. A uniform blank of which a photostat copy might be sent to the college would be a very useful record card for both the high school and the college.

MEANING OF THE I Q

I Q's (intelligence quotients) mean the following as measurements of general intelligence:

121 and above.....	very superior
111-120.....	superior
90-110.....	average
70-89.....	dull
69 and below.....	very dull

These I Q's do not indicate at all the presence or absence of special aptitudes for work like drawing, millinery, etc.

The I Q's derived from group tests like the Haggerty and the Otis have been found *not to be reliable for every individual*, but only for about 80 per cent of all.

Dr. Terman says: "It is necessary to avoid the danger of making a fetish of the I Q, which is by no means infallible. As a point of departure the intelligence test is of great value; accepted as a final verdict it may lead to mistakes."*

Dr. Proctor cautions that the results of mental tests should be "interpreted in the light of other significant data, such as school marks, teachers' estimates of ability, and vocational plans."†

A low I Q is not in itself a reason for declaring a girl unfit to do high school work; it is a reason for our further study of the girl.

II. FORMS IN USE IN WASHINGTON IRVING HIGH SCHOOL

So many inquirers, in person and by mail, have asked for the forms in use in Washington Irving High School that it may be useful to some readers to have a few forms reproduced here. The deans have prepared and use regularly seventy-two different forms. Many of these are letters of suggestions to student officers and to teachers who have been given special assignments. Others are concerned with office files and routine. All seem to help with the smooth running of the details neces-

* Terman, Lewis M., *The Measurement of Intelligence*, Houghton Mifflin Co., 1916, p. 79.

† Proctor, William M., *Psychological Tests and Guidance of High School Pupils*, Public School Publishing Co., Bloomington, Ill., 1921.

FIRST NAME John

[illegible]

THE DEAN IN THE HIGH SCHOOL

Leader FIRST NAME Kenda PREVIOUS SCHOOL Lawrence
 LAST NAME Horatio HOME ADDRESS 10.800 Madison Ave.
 BORN 1-22-11 DAY 1928 HOME ADDRESS Jersey
850 W. 38th St. BUSINESS ADDRESS 9-15-24 ADMITTED 6/1928 DISCHARGED 7/21

130		227		329		421		521		623		506		721		821			
CHARACTER RECORD																			
C N P S		Teacher		C N P S		Teacher		C N P S		Teacher		C N P S		Teacher		C N P S		Teacher	
A	B	A	C	A	B+	A	A	A	A	A	A	A	A	A	B+	A	A		
A	B	A	C	A	A	A	A	A	A	A	A	A	A	A	B+	A	A		
P	A	A	B	A	A	A	A	A	A	A	A	A	A	A	B+	A	A		
P.T.		P		A		A		A		A		A		A		A		A	
LANGUAGE		M		A		A		A		A		A		A		A		A	
SCIENCE		M		A		A		A		A		A		A		A		A	
DRAWING		M		A		A		A		A		A		A		A		A	
MUSIC		M		A		A		A		A		A		A		A		A	
ELOCUTION		M		A		A		A		A		A		A		A		A	
MATH.		M		A		A		A		A		A		A		A		A	
HISTORY		M		A		A		A		A		A		A		A		A	
CON. CIVICS		M		A		A		A		A		A		A		A		A	

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sary in a school of 214 teachers and 5,000 students in 92 classrooms on eight floors, with four luncheon periods serving 1,600 a day, in two large rooms on different floors. Yet in these forms, there are suggestions that may be of use to others who are planning and developing new ways of doing things even in small schools. In very large schools, experimentation must not be allowed to cause confusion. Plans must be carefully thought out and everyone concerned must have clear explanations of them. When teachers and student officers change their special assignments and positions every term, some way must be found to keep worth while plans and methods in regular operation. During the first week of each term, teachers and students, new to their duties, are trying to learn just what they are to do. To give to each one, that first week, a brief summary of the approved procedure furnishes a guide. These "suggestions" to teachers and to officers have been drawn up as the result of the experience of both in their assignments until expression in printed form seemed to be the most helpful way to carry on good methods from term to term.

A. LETTERS TO TEACHERS

FOYER TEACHERS

Late Slips.—Every girl who is late for her session at any period of the day reports to the foyer teacher at the fireplace, and fills out two late slips, which the teacher signs. The girl keeps one slip and the foyer teacher distributes the duplicate slips to the letter boxes of class advisers in Office 111. Blank slips may be obtained from Office 111. Inspection of the program card, which every girl should carry, will show whether she is late or has a program that allows her to arrive at an irregular time.

Inspection.—The absence of any teacher from Room 119, the basement gymnasium, or the auditorium when in use as a study hall should be reported to Office 110.

Locking and Unlocking Wardrobes.—Foyer teachers are responsible for wardrobes on the foyer floor and in the basement. The key stamped "1" fits all these wardrobes. The actual locking at the first period, when the foyer teacher is busy with late girls, may be done by a marshal under the direction of the foyer teacher. Foyer teachers unlock at Periods 4 and 6 and lock in vacant rooms at all periods. Wardrobe doors should be opened slightly and the lock left unlocked on one hasp.

Loitering in Foyer before and after Sessions.—Girls should leave the foyer promptly by the nearest exit at the end of the morning session and

should arrive about twenty minutes before the afternoon session. Exceptions to this regulation are allowed in the cases of girls wishing to meet teachers, to go to the library, to the Lost and Found Office, or to other first floor offices, and for other reasons that the foyer teacher judges to be sufficient; but the foyer cannot be used as a social club room or a study hall before and after sessions. Girls waiting in the foyer should be required to show their programs. Girls who hang wraps in the basement wait in the foyer until the bell rings.

Loitering in Lavatory.—Girls loitering in the students' lavatory on the foyer floor should be sent promptly to their classrooms and if the delay is so great as to amount to cutting periods, they should be reported to their class advisers. In case girls are lingering after their dismissal, they should be sent home.

Visitors.—Visitors should be directed to Office 110 for information and for visitors' passes.

(Approved by the principal and signed by him and by the deans.)

ELEVATOR TEACHERS, PERIODS 4 AND 6

To Teachers Having Elevator Duty at Periods 4 and 6:

My dear (.....Elevator).

For your convenience, we give below a statement of the duties of teachers assigned to elevators at Periods 4 and 6.

1. During the period the girls who are arriving from home should be reasonably quiet, so that the classes in session may not be disturbed. This applies to all girls in the foyer, whether they are on elevator lines or elsewhere. The teachers who have elevator duty can assist the teacher in general charge of the foyer to secure low voices and good manners from the girls who are waiting for their session to begin. Girls should be discouraged from arriving at school so early that they must wait a long time in the foyer. About twenty minutes before the beginning of the session is usually time enough. Marshals will be in charge of the two east elevators at the fourth period, as it has been found that the more retired situation of these east elevators makes it possible for marshals to manage the lines there at that period.

2. The elevators should begin taking girls to the upper floors about fifteen minutes before the beginning of their session, or at about 10:50 and 12:20 o'clock. The teacher in charge at the elevator sees that the girls stand quietly in line until the elevator comes and then step quickly to the back of the elevator and face front. About thirty girls can be taken at one time in an elevator.

If there is a long line at any one elevator and only a few girls at other elevators, some girls should be sent to the less crowded elevators.

Sincerely yours,

(Signed by the principal and by his four assistants.)

HALL TEACHERS

Inspection.—At the beginning of the period the hall teacher looks into every room, locks wardrobes in vacant rooms, and notifies Office 110 of any room that is without a teacher. During the period the teacher sees that girls do not go through the hall without passes.

Unlocking Wardrobes.—Teachers on duty at the 4th or the 6th period unlock before the end of the period all wardrobes used by girls arriving at the 5th or the 7th period, or dismissed at the end of the 6th period. A list of these wardrobes is furnished. Wardrobe doors should be opened slightly and the lock left *unlocked on one hasp*, so that it can be locked without a key by the teacher in the room at the next period.

A marshal appointed by the deans goes through the building at Periods 4 and 6, to check the attendance of hall teachers, and to report to Office 110 the absence of any teacher, so that another teacher may be assigned to do her work. This checking is necessary, because the absence of a hall teacher would mean that the wardrobes on a whole floor would be locked when the classes on that floor arrived. Marshals are chosen for this checking, rather than teachers, so as not to put upon teachers the strain of walking down from the eighth to the first floor.

Girls Arriving from Home and from Assemblies.—Girls who arrive from home during the 4th and 6th periods and girls from assemblies who reach the upper floors before the end of the period wait on the landings at the tops of stairways nearest their rooms outside the doors leading to the corridors, until the *second* bell rings, so that they may not disturb classes in session. The instructions of the Committee on Buildings are that the doors at the tops of stairways are not to be fastened back at any time, because in case of fire the closed doors would aid in preventing the spread of fire through the building.

Many teachers assign officers from among the girls who always arrive by any one elevator, to keep guard at the elevators and at the top of each of the five stairways. These officers see that girls go promptly and quietly from the elevators to the stairway landings, keep the doors closed, see that no girls come inside of the doors leading to the corridors until the *second* bell rings, and speak to the girls if they become noisy. For this duty a girl who is already an officer should be selected if possible.

On Lunch Room Floors.—The teachers on duty in the lunch rooms request the coöperation of hall teachers in:

1. Seeing that girls who leave the lunch rooms with lavatory passes do not loiter about the halls or in the lavatories or become noisy.
2. Seeing that girls do not leave lunch rooms without passes and that girls with lavatory passes do not leave the floor. From a chair near Room 407 or Room 507 the teacher can supervise girls leaving the lunch room.
3. Taking charge of the lining up in the halls of the girls from lunch rooms at dismissal. The line is started from the lunch room into the hall

a few minutes before the end of the period, so that the dismissal may be prompt and quiet at the second bell. The girls should advance as far as the corner, but should not move beyond the corner until the second bell.

As only one teacher is on duty in the lunch room, help in these particulars is needed.

(Signed by the principal.)

ROOF TEACHERS

Physical Training Classes.—It seems best to encourage the use of the roof during Periods 5, 6, 7, 8 by both the physical training classes and the girls from the lunch rooms, because of the great benefit of exercise in the open air. When physical training classes are on the roof, teachers in charge of the roof coöperate with the teachers of physical training in keeping the girls from the lunch rooms away from the parts of the roof where the physical training classes are.

Girls from Lunch Rooms.—Girls from both lunch rooms may go to the roof as soon as they have finished their luncheons and may remain there for the rest of the period if they wish, or they may, after staying on the roof a short time, return to the lunch rooms if they so desire. The girls use the southeast stairs or the southeast elevator to go from the lunch room floors to the eighth floor, but they walk down.

The teachers in charge of lunch rooms encourage the girls to use the roof as much as possible, so as to relieve the crowded lunch rooms and give the girls the benefit of exercise in the fresh air. The roof is not closed except in stormy weather; it is not closed when the weather is cloudy or cold. Even on fairly cold days many girls are glad to go to the roof and walk or run around for a few minutes.

Playing with Balls.—It is necessary to restrict playing with balls to the "cage," but when the "cage" is too crowded with players other girls who simply wish to walk about may go to other parts of the roof if physical training classes are not there. Girls who wish balls to play with may borrow them in Office 825.

Door from "Cage."—The door from the "cage" of the main roof is kept unlocked for the sake of safety in case of fire. If this door should ever be found locked the custodian of the building should be notified at once in Office 118.

No Eating on Roof.—Girls should not eat their luncheons on the roof, but in the lunch rooms. Teachers inspect the roof at the beginning of the period and send to the lunch rooms any girls who may have come to the roof before finishing their luncheons.

Leaving the Roof.—It is well to start the girls down from the roof a few minutes before the end of the period, so that they may get to their recitation rooms in time. Anything that can be done to see that girls go very quietly

down the stairs from the roof is appreciated by teachers who have classes in session.

Strangers.—If persons from outside the school are on the roof without passes, Office 110 should be notified.

(Signed by the principal and by his four assistants.)

LUNCH ROOM SUPERVISION

Dear M.,

For your convenience, we give the following points about the procedure of teachers who have worked in the lunch room in recent terms.

Aim.—It is desired that girls in the lunch rooms leave their places in neat order after eating; keep their voices down to reasonable tones during the period; and at the end of the period leave the lunch room quietly by two's, under the charge of officers.

Student Assistants.—Student officers have performed various duties in the lunch rooms, according to the plan indicated on the accompanying blank. If you wish to have girls to assist you, will you please assign those whom you think competent to perform the duties indicated. Girls from among the officers are often good ones to take. Any competent girls, however, may be chosen. In case you choose girls who are not already officers, we shall be glad to give you marshals' bands for them if you wish. Many of the girls who have served in the lunch rooms have felt the dignity of their work, and have given excellent service. We enclose a list of girls who will be in your lunch room and who would probably give good service.

We believe that the teacher who trains girls to act under the leadership of student officers is giving training in self-government and is doing a more valuable type of work than the teacher who does all the supervising herself. The training of officers to take responsibility means much care in the selection of officers for definite duties, and careful instruction and encouragement of those selected. It is harder work at first to manage a lunch room in this way, but after the work is well organized, the teacher's work is made much easier. Care must of course be taken to subdivide the duties among enough officers so that no one is overburdened.

General Dismissal.—Some teachers appoint one able girl, with one or two assistants, to ring the bell at dismissal, and to be in general charge of dismissals and of order during the period.

Inspection.—The officers assigned to inspection duty aid you in inspecting the tables ten minutes before the end of the period, to see that the tops of the tables, the shelves underneath, and the floors are left in neat order. The inspectors pass the brushes and trays, which are kept underneath the tables for soiled dishes, so that girls may brush crumbs from the tops of their tables. Some inspectors have kept their own records of the condition in which classes left tables, and have been efficient in getting the class officers and other girls to cooperate with them in having everything ready

for inspection ten minutes before the close of the period. Inspectors make a second inspection after the girls are on line, to see that no litter is left and that chairs are pushed in, and to make note of any places left untidy.

Lavatory Passes.—The two officers in charge of lavatory passes should be very trustworthy girls. These girls give out passes to girls who wish to go to the lavatory, having each girl who takes a pass sign her name first on a pad, and seeing that the girl returns the pass within a few minutes. We enclose fifteen passes, good only on the lunch room floor, for these officers to use under your supervision. When you find that more passes are needed to replace these, we can furnish them.

Guards at Doors.—The two guards at the west doors see that no girls leave or enter the lunch rooms without passes, and that the doors are not slammed. Girls not regularly assigned to the lunch rooms who need to have lunch on special days must secure club passes with the room, date, and period for luncheon filled out.

The two guards at the east door see that girls leaving the lunch room to go to the roof are orderly while they wait for the elevator, or go toward the "up" stairs, as the girls may not go from the lunch rooms to the floors below. These two guards can usually perform their duties most effectively if they station themselves just inside the east door.

Table for Dishes.—The officers assigned to the table for soiled dishes see that girls who put dishes on this table first remove papers, fruit skins, etc., and then pile the dishes neatly. The problem of the officer who has this duty is to train the girls to form the habit of neatness from the first. All girls are asked to carry dishes to the table at the northeast end of the room, to save the steps of the lunch room helpers. It has been found wise to divide this duty among three girls who take parts of the period in succession.

Line at Counter.—The Chairman of the Lunch Room Committee asks that lunch room teachers appoint marshals to serve during the first ten minutes of their luncheon period in holding back the two lines at the counter, so that the girls may not crowd and may be better served. This supervision of the lines by marshals has proved very valuable.

Ventilation.—The lieutenants should see that windows are opened at the close of the period, as in classrooms. One reliable girl in general charge of ventilation has proved helpful.

Dismissal Marshals.—Reliable girls from among those who are already marshals or, in case these are not available, any others, have been very helpful at dismissals. Those in the corridor outside of the west exit take their stations there as soon as the girls rise for dismissal, and see that the girls line up quietly and do not move beyond the turn at the corner until the second dismissal bell rings. It has seemed best for the girls from the lunch rooms to turn to the right and pass toward the center stairs. The marshals inside of the west exit see that the girls line up in two's and do not crowd into the middle aisle until there is space for them. The marshals at

the east exit keep the girls from crowding into the middle aisle, and from being on the stairs until the second dismissal bell rings.

Supervisor.—Some teachers have had the attendance at their posts of student assistants checked daily by supervisors to whom they gave the list.

Use of the Roof.—The girls may go to the roof by the southeast elevator or the southeast stairs after finishing their luncheons. If they wish to return to the lunch room before the close of the period, they may do so, or they may spend the rest of the luncheon period on the roof, and go directly from the roof to the next recitation period. Girls from the lunch rooms may go to any part of the roof not in use by physical training classes. They should use the roof as much as possible so as to get fresh air and exercise. Those who wish balls to play with may apply for them to Office 825.

Seating Plan.—We attach a seating plan for the lunch room for you to keep. A duplicate seating plan will be posted on the bulletin board of the lunch room. During the first week of the term this seating plan should be checked up to make sure that the girls are sitting at the tables to which they are assigned.

Voices of Girls.—A determined effort has been made to have the girls in lunch rooms speak in reasonably low tones. The aim is to teach the girls to speak quietly to each other, not to call across tables or aisles, but to speak so that only their immediate neighbors can hear them. One device is for a teacher or a marshal to tap the bell for silence, and then hold up a placard saying "Lower Voices, Please." The aim is to teach the girls to approximate the conventions and manners of the best restaurants.

Dismissal.—Teachers find it advisable to tap the bell as a signal for silence before the girls rise at the end of the period. In order to have the girls leave the lunch room promptly when the bell rings which marks the end of the period, it has been found helpful to have the girls quiet and on line a few minutes before the end of the period. Girls should form by two's beside the tables to which they have been assigned for lunch, and not move into the middle aisle until there is space there for them. Many teachers have found it a help to allow the line to go into the corridor outside of the west exit before the first bell rings, so as to relieve the congestion in the lunch room, and to stand there quietly under the charge of marshals until the second bell rings. No girls should turn the corner at the west exit, or be on the stairs at either exit, until the second bell rings, following the custom that classes do not move in the halls until the second bell.

Girls may leave by either exit, and it is well to see that enough use the east exit to avoid crowding at the west exit. Teachers may find out from captains where classes go the next period and assign them to the more convenient exit.

Reports to Class Advisers.—We enclose some blanks for reports to class advisers, for you to use if you wish.

All of the devices which have been mentioned are meant to be merely suggestions. Please use them or not as seems best to you.

We are giving a list of the teachers who have lunch room duty to Office 110, and you will be called on for extra assignments only when absolutely necessary. When you enter your free periods in the free period file in Office 110, will you please indicate that you are a lunch room teacher by writing the letter L in red ink opposite your name at every place where your name is entered there.

Sincerely yours,

(Signed by the deans and as approved by the principal.)

LUNCH ROOM USAGES

To the Class Adviser of Section:

My dear M.,

Will you please read the following letter to your section, or have your captain read it on the first day of the new term, or as soon as you can find an opportunity? We believe that if this is brought to the attention of your girls it will help to establish right ideals in regard to lunch room usages.

Sincerely yours,

(Signed by the deans.)

Dear Girls of Section.....,

Our girls are making a fine effort to observe in the lunch rooms the manners to be expected of ladies in any public restaurant. The practice of good manners by a large majority of the girls has been noticed by the student officers, teachers, visitors, and our principal. We ask you to co-operate with your officers and teachers in the lunch rooms this term in the following ways:

1. Always take the seats assigned.
2. Have your places at table cleared and ready for inspection ten minutes before the end of the luncheon period; leave the top of the table, the shelf, and the floor underneath in neat order. Every girl should see that her own place is in perfect order.
3. Put all refuse from the trays into the cans and pile trays and dishes neatly on the table provided for that purpose at the end of the lunch room.
4. During the luncheon period speak in quiet tones, so that no one except the person to whom you are speaking can hear you. Avoid talking to girls at a distance from you or to a group of girls.
5. Keep your seats in the lunch room and do not walk about. If you wish to walk, go to the roof in fine weather after you have finished luncheon.
6. Always give immediate attention when the bell is tapped for silence.
7. When the signal for forming on line is given at the end of the period, line up quietly under the direction of officers, and keep quiet during dismissal.

Will you prove that you can do these things yourselves in cooperation with the officers whom you have elected? The lunch room is one of the best places for practice in self-government as well as in habits of refinement.

Sincerely yours,

(Signed by the deans and as approved by the principal.)

To the Class Adviser of Section:

Your class has shown an effort in the lunch room to improve in

Neatness

Quiet

Yours sincerely,

.....
Teacher in Charge of Lunch Room

To the Class Adviser of Section:

My dear.....,

The following girls of your section have been censured for:

Noisiness in the lunch room

Untidiness in the lunch room

It will be a help if you will speak to them about lunch room manners.

Yours sincerely,

.....
Teacher in Charge of Lunch Room

DISCIPLINE

To All Teachers:

Ladies and Gentlemen:

May I remind you of our general procedure in reporting girls for discipline.

Every teacher is stronger for solving, so far as possible, his or her own disciplinary problems. Training in character is a part of the work of every teacher and helping girls to overcome their faults of character is more important than the teaching of any subject. When a girl is guilty of a breach of discipline, the question in the teacher's mind should not be, "What punishment can I mete out to her?" but "How can I help her permanently to cure this fault?"

May I ask all teachers to make every reasonable and possible effort themselves to teach girls under their supervision to correct their faults of unreliability, lack of self-control, bad manners, and so forth. In case this effort is unsuccessful, and a teacher feels that a girl must be reported to someone else for discipline, the first report should be made to the class adviser, who will, in turn, try to see that the fault is corrected. If the efforts of the class adviser are also unsuccessful, the girl should be reported to the dean of her session. The attached form, of which extra copies may be secured in Office 115, is for your convenience in making such reports. May I ask you to fill in the form fully, with all the information indicated, to enable the dean to understand the case. The dean will then send for the girl.

As the work of patrolling halls is done during ten periods of the day by girls instead of by teachers, it is not possible to send girls from classrooms

into halls as a method of discipline. I believe that if the procedure outlined above is followed in a spirit of kindness and firmness, it will be found necessary only in very exceptional cases to remove girls from classrooms for discipline.

Very sincerely yours,

(Signed by the principal.)

B. LETTERS TO PARENTS

First Term Girls.—In the second month of a girl's first term in Washington Irving High School, she is given a letter to take to her parents. This letter is given to the girls of each section by their section adviser, with some discussion of the importance of the topics it contains. The letter was composed by teachers of English. It is printed on buff-colored paper in brown ink, with all capitalized words in bright blue. It is attractive in appearance.

Other Letters to Parents.—Some class advisers asked for letters that they might use to send word to parents about the absence or lateness of their daughters. These forms were provided, but many class advisers write personal letters instead of using them. The punctuality blank is used by many teachers.

ATTENDANCE

My dear M.....,

Your daughter has been absent from school days this term. I have received notes explaining the reasons for of these days of absence.

This lack of regular attendance counts against your daughter's school record. It has caused her to fall so far behind her classmates in her work that, unless she can attend school regularly for the rest of this term, she is in danger of failing of promotion. Since the most common reason for failure is irregular attendance, will it not be possible for her to attend school from now on, without missing a single day? I am sure you wish her to succeed in her school work, as much as we do.

The law requires teachers to report to the Bureau of Attendance, for investigation by officers, cases of absence for which no good reason is given by parents.

Will you please send an answer to this letter tomorrow either by your daughter or by mail? If you would, however, like to talk with me about this matter, I can meet you by appointment in Office 110, on at o'clock.

Very truly yours,

Class Adviser.

(Signed as approved by the principal.)

Please Keep This Letter

Date.....

Mr. and Mrs.
.....

Dear Parents:

Your daughter,, is now in section

We wish her to succeed in her school work and to be A HAPPY, HEALTHY GIRL. Will you, then, give careful thought to the following points?

1. **HEALTH**—Your daughter's health is her most precious possession. She needs nourishing food, regular hours, and open-air exercise. School girls need **RECREATION** but they should attend evening entertainments—even movies—**ONLY ON FRIDAY AND SATURDAY**. Every girl requires at least **EIGHT HOURS OF SLEEP**. Part-time work outside of school is **BAD** for the girl's health.

2. **HOMEWORK**—Your daughter needs to study at home at least **TWO HOURS EVERY DAY**. If she is to make a success, she needs a **QUIET** place in which to study. Let her have those two hours to herself without interruptions. This home study will not prevent her from helping her mother at other times.

3. **ATTENDANCE**—Every student should be in school every day. Every student should be in school **ON TIME**. Please do not allow your daughter to remain at home except in case of illness. When she returns to school, will you give her a note explaining her absence? **WE CAN'T TEACH AN ABSENT GIRL**. Tomorrow's lessons will be easier if she is in school today.

4. **REPORTS**—Scholarship reports will be sent home at least twice a term, at the end of the tenth week and at the end of the twentieth week. Parents should see these cards and **SIGN THEM**. In case a girl's work is poor, a report will be sent at the end of the first six weeks. An average mark of 85 places a girl on the **HONOR ROLL**. A mark above 75 shows good work. A mark below 65 shows failure. A mark below B in conduct shows failure in self-control, honesty or courtesy. You can help your children by coming to school to talk over their marks. **TOGETHER THE TEACHER AND THE PARENTS CAN REMOVE MOST CAUSES OF FAILURE**.

You are both asked to sign the slip below. Tear it off and return it by your daughter to her class adviser. Please keep this letter.

Faithfully yours,

EDWARD C. ZABRISKIE, *Principal*.

To the Principal of the Washington Irving High School:

We have received your letter asking us to co-operate with the school for the benefit of our daughter.

Father's or Guardian's Signature.....

Mother's Signature.....

Section..... Daughter's Signature.....

PUNCTUALITY

(Date).....

My dear M.....,

Your daughter has been late for school times this term. This lack of punctuality counts against her character record here at school, and, if not corrected, will be a serious handicap to her success in life. It may be necessary to ask your daughter to discontinue attendance at this school if she continues to reject the opportunities the city offers.

Girls in the morning session should be in the school building by 7:55 o'clock, so that they may be in their seats in section rooms at the ringing of the bell at 8:05. Girls in the afternoon sessions should arrive at school about fifteen minutes before the beginning of the session.

We must insist that your daughter observe the school regulation in regard to punctuality. If she lives so far from our school that she cannot do this, we shall be glad to consider her transfer to a high school nearer her home.

Will you please send an answer tomorrow to this letter either by your daughter or by mail. If you would, however, like to talk with me about this matter, I can meet you by appointment in Office 115, on at o'clock.

Very truly yours,
Class Adviser.

(Signed as approved by the principal.)

PUNCTUALITY

(To be filled by a girl under the Class Adviser's supervision after the second lateness, and filed with the Class Adviser)

Name.....

Address.....

Time due in first room.....

Time due in school building.....

Time required for journey.....

Time to leave home.....

.....
Girl's name

Date of filling blank.....

Parent's signature.....

Requests for explanation of the work of the vocational counselors led them to prepare the following statement. A copy is given to any visitor or inquirer by letter.

C. BUREAU OF VOCATIONAL GUIDANCE

Helen B. Bressler } Vocational Counselors
Minnie Keil }

- I. Talks to teachers.
 - A. On the importance of efforts to keep children in school.
 - B. On the introduction of the life-career motive into English composition and into community civics.
- II. Interviewing applicants for discharge in order to prevent premature entrance into industry.
 - A. Helping through coöperation with settlements, charity organizations, students' relief committee of the school, obtaining scholarship aid or part-time work for needy girls, or obtaining other help for the relief of economic pressure in their homes.
 - B. Helping through coöperation with the program committee, the deans, and other teachers by obtaining aid for girls discouraged through failure in school work or through misunderstanding or lack of adjustment to school conditions.
 - C. Helping through vocational information by pointing out the lack of opportunity for the untrained worker and the opportunities open to the high school graduate or to the trained worker.
- III. Interviewing girls referred by teachers.
 - A. Helping girls who want vocational information or advice.
 - B. Helping girls who need financial aid or part-time work.
 - C. Helping girls who appear to have lost interest in school work.
 - D. Advising girls who declare their intention to leave school before completing the course of study.
- IV. Follow-up work.
 - A. Follow-up of girls interviewed.
 - B. Follow-up of girls who at entrance to the school expressed the intention to leave before completion of the course or who were undecided as to vocational choice.
- V. Dissemination of vocational information.
 - A. Through talks in classrooms.
 - B. Through conferences with individual pupils referred by teachers.
- VI. Investigation of vocational opportunities.
 - A. Through visits to industry, to employment bureaus, and the like.
 - B. Through correspondence with business houses.
- VII. Placement.
 - A. Of graduates.
 - B. Of undergraduates in part-time work.
 - C. Of undergraduates who must leave school and who have no employment in view.
 - D. Under "coöperative plan."

The following form is sent to first term classes on the first day of the term. Interviews with the girls follow the receipt of the answer slips requested.

To the Section Teachers of First Term Classes:

During the periods that are to be given to general instructions to students on, please request the girls to give answers in writing to the following questions:

Name.....Class.....Course.....

1. How long do you expect to stay in school?
2. What occupation do you expect to enter when you leave school?
3. Can we help you in any way? (Advice, part-time employment?)

The answer slips should be arranged alphabetically and should be sent to the vocational counselors in Office 114.

Miss Bressler and Miss Keil will be glad at any time to interview girls who may desire advice concerning occupational opportunities.

The girls should be urged to complete the school course. They should be told that few worth-while places are open to those under sixteen years of age, because children are not wanted for permanent work before they have had some preparation for it. Moreover, under the Continuation School Law, those who leave school before completion of the course will be required to attend school for part time until they are seventeen years of age, or until they have completed a high school course.

Please send to Office 114 at any time girls who may be planning to leave school. It may be that assistance can be given that will make it possible for them to continue their education here.

Yours very truly,

(Signed by the principal.)

The following card is used by the vocational counselors when a girl is referred to the psychologist. Some of the social history is taken by the vocational counselors or the deans and summarized on the face of the card and the girl's ratings in subjects are entered on the back of the card. This furnishes enough information so that the psychologist may understand the reason why the girl is referred for the Stanford Revision of the Binet-Simon Test and other types of psychological examinations. The psychologist returns the card and a complete report containing additional social history, the interpretation of the tests, and her recommendations as to what should be done for the girl. The vocational counselors list all girls who are sent to the psychologist and file the reports. The recommendations are carried out by the vocational counselors, the deans, and other teachers.

Name.....	Section.....
Address.....	Date of birth.....
Parents.....	School last attended by student.....
Summary of record	
Occupations of parents	
Other children.....	
Occupations of those employed	
Home conditions.....	
Scholarship aid or aid from any social service agency.....	
Employed after school.....	
Health.....	Sight.....Hearing....Marked physical defect..
Attendance.....	Punctuality.....
Conduct.....	
Psychological tests.....	
Special difficulties.....	
Educational and vocational plans.....	
Recommendation.....	

Name....*Earnest*.....*Louisa*....Date..*Feb. 2, 1929*....
 Last Name First Name

Address.....845 E. 6th St.....Phone No.....None.....

Age...16-6.....Height...5'4".....Weight...120.....

Nationality...*American*.....Church...*Protestant*.....

Section...521.....Admitted.....

Discharged.....Why.....

Desires position as . . . *clerk or typist part time*

All time.....Part time.....A. M.....P. M.....Salary.....

Rating by section teacher . . . *Good class work*

Rating by teacher of specialty....*Typing fair*.....

Remarks: Cheerful, obedient, reliable, truthful, habits, use of English, neatness, executive ability, courtesy.

AA, AA, AA, AA, Captain, Volunteer Service, Marshal, Attended Councils.

"An unusually responsible library marshal," the dean says.

D. EMPLOYMENT DEPARTMENT

Students may apply to the Employment Department for either full-time or part-time employment. The girl's class

adviser checks the qualities listed after "Remarks" on the application and enters the girl's averages in conduct and her extra-curricular service, copied from her permanent record card. The deans add notes concerning girls they may know.

WASHINGTON IRVING HIGH SCHOOL

EMPLOYMENT AND RECOMMENDATIONS BUREAU

To.....
 Address.....
 This will introduce.....
 An applicant for the position of.....
 To be interviewed by.....
 Salary..... E. T. GITTOE,
 Date..... *Manager*

WASHINGTON IRVING HIGH SCHOOL

Employment and Recommendations Bureau

40 IRVING PLACE, NEW YORK

My dear Miss.....,

We want you to know that your school is still interested in your welfare and progress. We are frequently requested to recommend competent graduates for good positions. So that we may keep in touch with you and be able to assist you to a better position, should the opportunity offer, please fill out and return this card at once.

We hope that you will send this information to us without fail and thereby cooperate with us in our endeavor to follow up our graduates.

Yours very truly,

E. T. Gittoe,

Manager

Last Name	First Name	Address
Employer's name.....		
Employer's address.....		
Kind of work.....	Present salary.....	
Salary in first position.....		
Do you wish to change?.....		
Do you know of any other positions?.....		

WASHINGTON IRVING HIGH SCHOOL

Employment and Recommendations Bureau

40 IRVING PLACE, NEW YORK

....., 192...

DEAR SIR (GENTLEMEN):

In order that we may keep track of our graduates, and help them as much as possible, we desire to follow up their work. Would you be kind enough to fill out the enclosed blank, adding any suggestions you think might be of help in preparing our girls to meet the requirements of the business world.

Thanking you for this cooperation, I remain

Yours truly,

ETHEL T. GITTOE,

Manager

"FOLLOW UP" BLANK

Name.....Address.....

What grade of work is she doing?

Excellent.....Good.....Fair.....Poor.....

In what way could it be improved?.....

.....

What traits, if any, reduce her efficiency?.....

What vacancies, please, have you at present?.....

Signature.....

Name of firm.....

Address.....

III. STUDENT PARTICIPATION IN THE MANAGEMENT OF SMALL SCHOOLS

For smaller schools, a plan of student government that makes use of standing committees in addition to the home-room representation sometimes meets the needs well. The Meriden High School, Meriden, Connecticut, has such an organization. It is a school of about 800 boys and girls, with

sophomore, junior, and senior classes and home rooms averaging thirty students. Each class has teacher supervisors who attend class meetings and control all events held by the different classes.

In the Meriden High School Student General Association plan, permanent sponsorship is furnished by having a faculty committee of the principal, the vice-principal, and the dean retain supervisory relations with all activities. This Student Association charters all the clubs. Dances are managed by classes or clubs, supervised by the faculty committee of the principal, the vice-principal, and the dean.

This is a growing student government. For a long time, students have been trained to take charge of all ushering at entertainments in the school. A later development is a traffic squad of twelve boys and twelve girls, learning to handle traffic problems.*

A. THE STUDENT GENERAL ASSOCIATION

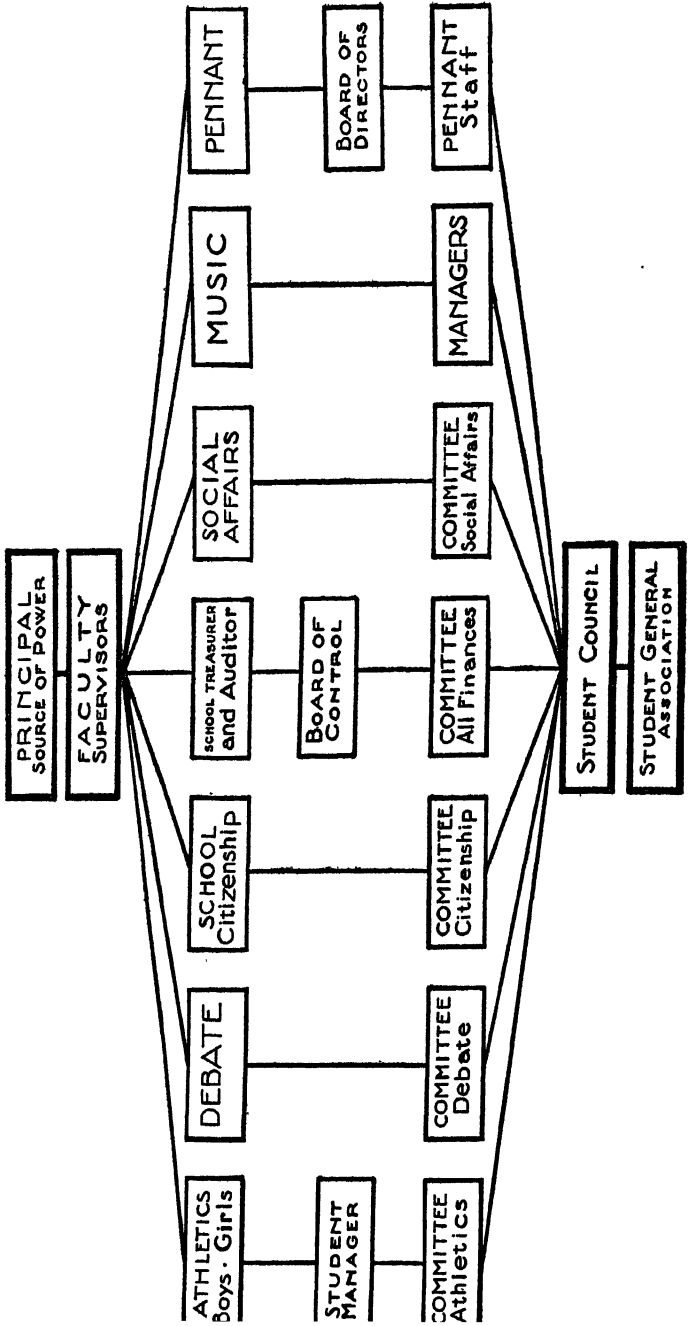
The Meriden High School does not claim to have a unique form of student government.† It is an organization that has proved a valuable asset in giving pupils an opportunity to direct the general activities of the school, to inspire loyalty on the part of the students and to promote the welfare of the school in every legitimate way. The association is not meant for a small group of individuals, but for the entire school. Although the chief purpose of the association is to enable the student body to take a more active interest in the administration of school affairs, there are certain other definite and higher aims that may be accomplished. Some of the more important may be included in the following:

1. It may serve as a preparation for intelligent citizenship.
2. The Student General Association invests its student body with responsibilities.
3. The laws are made for the benefit of the entire community.
4. It offers an opportunity to its officers of becoming acquainted with executive requirements, such as conducting meetings and presenting ideas to groups of people for the welfare of all concerned.
5. It establishes ideas of good government.

The diagram indicates the general control of the entire organization.

* For other plans for high schools of different sizes, readers are referred to "Pupil Participation in High School Control," by Raymond G. Drewry, Harcourt, Brace and Co., 1928.

† Meriden High School, Meriden, Connecticut. Quoted from "The Blue Book," with the permission of the Principal, Mr. Mansfield, and the Dean, Miss Doyle.



B. CONSTITUTION OF THE STUDENT GENERAL ASSOCIATION

ARTICLE I. NAME

The name of this organization shall be the Student General Association of the Meriden High School.

ARTICLE II. PURPOSE

The purpose of this organization shall be to direct the general activities of the school, to arouse the loyalty of the students, and to promote the welfare of the school in every legitimate way.

ARTICLE III. MEMBERSHIP

The membership of the S. G. A. shall consist of all the regularly enrolled pupils of this school.

ARTICLE IV. OFFICERS

Section I. The officers of the S. G. A. of the junior appointive or elective as may be hereinafter provided.

Section II. The elective officers of this organization shall be a president, boys' vice-president, girls' vice-president, clerk, representatives to the council and the board of control. These officers shall be elected by the S. G. A. at the time of the general election.

Section III. The appointive officers of the S. G. A. shall be a treasurer, an auditor, and faculty supervisors to be appointed by the principal; the members of the standing committee and other officers as may be necessary, to be appointed by the council or the board of control as may be hereinafter designated. All such appointments must be ratified by the principal.

Section IV. The standing committees shall be as follows: finance, debate, athletics, social affairs, program, and citizenship.

ARTICLE V. ELECTIONS

Section I. The officers of the S. G. A. of the junior and senior classes, the cheer leaders, and other general officers of the school shall be elected at the general election, which shall be held as near the opening of the fall term as can be arranged.

Section II. All of the necessary details relative to the election shall be administered by an election committee especially appointed by the council for that purpose.

Section III. All candidates for office in the S. G. A. or for any office in the school shall present a certificate of nomination, properly signed by one of the faculty, to the election committee, at least two days before the time set for the election. In case the candidacy is for an office to be filled at a time other than the general election, a certificate of nomination shall be presented to the principal or the faculty supervisor in charge. All nominations for office shall be ratified by the principal before they may be pre-

sented at the election. When necessary, the election committee and the principal shall act as a nominating committee with power to select candidates for office.

Section IV. Only members of the junior and senior classes are eligible to be elected for officers of the S. G. A.

ARTICLE VI. COUNCIL

Section I. There shall be a council to consist of the officers of the S. G. A., the faculty supervisors, the presidents of the two classes, the manager of the current season athletic sports, the business manager, and the editor of *The Pennant*, the presidents of the junior and senior debating societies, the president of Props and Paints, and a duly elected representative from each of the registration rooms.

Section II. The council shall be the legislative body of the school. The council shall elect the school historian, the head usher, the managers of the teams, of the annual minstrels, of the annual concert, of any special affairs, or officers as may be required by the S. G. A.

ARTICLE VII. BOARD OF CONTROL

Section I. There shall be a board of control to consist of the president and clerk of the S. G. A., the treasurer, auditor, faculty supervisors of student activities, and two girls and two boys elected at large by the S. G. A.

Section II. The board of control shall have executive control of the finances, the policies, and the business details of the school activities. All enactments of the council which involve financial considerations, school rules, or changes in the constitution or by-laws of the S. G. A. shall be ratified by the board of control and the principal.

ARTICLE VIII. RECALL

Section I. Any registration room may recall a representative by a three-fourths vote of the members present at any regular or called meeting of the pupils of the room, provided that at least three-fourths of the pupils of the room are present, and that a written notice signed by five pupils of the room shall have been presented to the teacher in charge, and then announced to the room one week previous to the meeting for recall, and provided, further, that the member so affected shall be allowed a fair trial with counsel for his defense, the trial to be held before the council regularly assembled, the attorneys of prosecution and defense having been appointed by the president from the council.

Section II. Registration room teachers, after consultation with the principal, may recall any room representative.

ARTICLE IX. VACANCIES

Section I. Vacancies among the elective officers of the S. G. A., except the president, may be filled by election at the next regular meeting of the council.

Section II. Vacancies among the room representatives may be filled by the teachers in charge, after consultation with the principal, or by a special election held in the room under the direction of the teacher.

ARTICLE X. REGULATION OF MEMBERS

Section I. Any member of the council or board of control who shall refuse to conform to the constitution and the by-laws, or who shall be guilty of disorderly or immoral conduct, or for any other sufficient cause, may be suspended or expelled by a three-fourths vote of the members present at any regular meeting; provided that he shall be entitled to a fair trial and counsel for his defense, the attorneys of prosecution and defense to have been appointed from the council by the president.

Section II. Any member of the council or board of control who has been absent from three consecutive meetings without just cause shall be dropped from the roll of membership and his place shall be filled by another representative. All evidence of absence with just cause shall be submitted to the clerk for transmittal to the council.

ARTICLE XI. BY-LAWS

Section I. The council shall have power to adopt and enforce such by-laws as shall not contravene this constitution. The by-laws may be amended at any regular meeting of the council by a three-fourths vote of the members present; provided that a written proposition for such an amendment shall have been submitted to the council at some previous meeting.

ARTICLE XII. AMENDMENTS

Section I. An amendment to the constitution or by-laws may originate in the council or faculty; and must be ratified by a three-fourths vote of the council, the board of control, and the principal.

Section II. The constitution may be amended at any regular meeting of the council by a three-fourths vote of the members present, provided that a written proposition for such an amendment shall have been submitted to the council at some previous regular meeting, and provided further that the amendment shall not be considered binding until ratified by the principal or the faculty and the board of control.

ARTICLE XIII. SOURCE OF POWER

Section I. Since the principal is directly responsible to the superintendent and the school committee for the welfare of the school, it is expressly understood that all student power herein set forth is delegated by the principal and may be revoked by him at any time.

Section II. The principal or his representative shall act as a court of decision in respect to any article, by-law, or rule of this constitution and by-laws, or of any act, rule, or amendment hereinafter enacted by the council, board of control, or its subsidiary organizations.

ARTICLE XIV. VETO POWER

Section I. In accordance with Art. XII, the principal may veto any bill, resolution, or amendment that has been regularly passed upon by the board of control, provided that there shall first be presented to the council or board of control reasons for such action.

BY-LAWS

ARTICLE I. DUTIES OF OFFICERS

Section I. It shall be the duty of the president to preside at all meetings of the S. G. A., of the council, of special assemblies, to preserve order, to determine questions of order, to fill all temporary vacancies, to call meetings of the council at the time specified in the by-laws or at the written request of five members, to appoint members of the standing committees, subject to the ratification of the council, to appoint all committees not otherwise provided for, and to perform all duties usually devolving upon the presiding officer. He shall be the recognized head of the student body and may receive as such all matters pertaining to student affairs that should be presented to the council or board of control.

Section II. It shall be the duty of the boys' vice-president to preside at meetings of the S. G. A. or council in the absence of the president. In the event of a vacancy in the presidency, the boys' vice-president shall succeed to the power and duties of the president for the remainder of the school year. The boys' vice-president shall preside at special assemblies of boys and shall act as the judicial head of the boys' citizenship committee.

Section III. The girls' vice-president shall preside at special assemblies of the girls and shall act as the judicial head of the girls' citizenship committee.

Section IV. It shall be the duty of the clerk to call the rolls of the council and board of control, keep an accurate journal of the proceedings of the S. G. A., council, and board of control, attend to the correspondence and to such other duties as may be designated. The clerk acting with the president shall be the immediate connection between the council and the board of control.

Section V. It shall be the general duty of the standing committees to transact such business as may be connected with their departments and to report on the same whenever demanded by the president or the council. Their reports shall be filed by the clerk.

Section VI. It shall be the duty of the school historian to keep a record of all historical data, which shall include newspaper clippings, copies of programs, plays, and entertainments. The historian shall be responsible for complete files of *The Pennant* and *The Annual*, which are to be kept in the library. The historian may appoint such assistants as may be necessary.

Section VII. It shall be the duty of the head usher to elect a corps of twelve assistants with not less than three substitutes, who shall make application and be approved by the council and the principal. The head

usher and his corps of assistants shall be responsible for the seating, the doors, the maintenance of order, and other necessary duties at all events held in the high school auditorium.

Section VIII. It shall be the duty of the committee on citizenship to direct any activity that will promote the spirit of good citizenship, to arrange hearings for pupils who have complaints and for violations of the rules of the school or the S. G. A. This committee shall have the general direction of the self-government work in the registration rooms and throughout the entire school.

Section IX. It shall be the duty of the committee on finance to report the financial condition of the student activities, to draw plans for securing funds, to direct general ticket campaigns, to determine the financial policy of the council, to make complete reports after each entertainment or event where there has been a charge for admission, and to advise the council on all financial matters. The work of this committee shall be under the direction of the treasurer, the principal, or his representative.

Section X. It shall be the duty of the committee on debate to determine the debate policy of the school, to present the names of those who have met the requirements for debate emblems, to plan to increase the interest in debating, and to arrange the details for all interscholastic debates. The chairman of this committee shall be the recognized debate manager of the school. The work of this committee shall be under the direction of the faculty supervisor or the principal.

Section XI. It shall be the duty of the committee on program to plan the schedule of the school's events for the year upon a reasonable basis of frequency and distribution, to assist the principal's office in the control of after-school meetings, to be responsible for the bulletin boards, and to assist in arranging assembly programs. All business not a specific part of the work of the other committees shall be referred to the committee on program, except where it is advisable for a temporary committee to carry on a particular work. The work of this committee shall be under the direction of the principal or his representatives.

Section XII. It shall be the duty of the committee on athletics to determine the athletic policy of the school, to present the names of those who have met the requirements for athletic letters, to promote the interest in athletics, to arrange interclass contests, to direct the work of the cheer leaders, to direct season ticket campaigns, and to make a complete report covering all finance and equipment at the close of the season in each sport. The work of this committee shall be under the direction of the faculty manager of athletics or the principal.

Section XIII. It shall be the duty of the committee on social affairs to direct the general social activities of the school, plan the necessary social affairs, arrange for programs, music, secure chaperons, enforce the closing rule, and to perform any work that may be assigned by the council or board of control. The work of this committee shall be under the direction of the principal or his representatives.

ARTICLE II. MEETINGS

Section I. The S. G. A., the council, and the board of control shall during the school year hold regular meetings as may be hereafter determined.

Special meetings may be called at the written request of five members or by the presiding officers.

ARTICLE III. RULES OF ORDER

In all cases of order not provided for in this constitution and by-laws, Roberts' Rules of Order shall apply.

ARTICLE IV. ORDER OF BUSINESS

Section I. The following order of business shall be observed in all regular meetings:

- | | |
|--|---------------------------|
| 1. Call to order. | 5. Reports of committees. |
| 2. Roll Call. | 6. Unfinished business. |
| 3. Reading of minutes of last meeting. | 7. New business. |
| 4. Election of officers. | 8. Adjournment. |

ARTICLE V. AWARDS

Section I. Students of Meriden High School shall receive letters or emblems when they shall have completed the following requirements for any activity:

Baseball. A player must have played in a majority of the games, a pitcher must have played in at least five innings per game of one-third of the games, and either pitcher or player must have the recommendation of the coach and the faculty manager of athletics.

Football. A player must have played in a majority of the games, or in at least one of the two most important games, and must have received the recommendation of the coach and of the faculty manager of athletics.

Basketball. A player must have played in a majority of the games, and must have the recommendation of the coach and the faculty manager of athletics.

Track. A representative of the high school must have made eight points in a dual meet or have played in a general interscholastic, and must have received the recommendation of the coach and faculty manager of athletics.

Debate. A debater must have participated in at least one regular interscholastic debate, and must have received the recommendation of the faculty supervisor. The debate emblem shall be awarded only once to any member of the debate teams.

Pennant. A member of *The Pennant* staff must have received the recommendation of the board of directors. Not more than fifteen members of the staff may be awarded emblems in any one year.

Managers. The manager of an athletic team shall receive a letter corresponding to the player on recommendation of the athletic committee and the faculty manager.

Section II. Where awards are of the value of debate or *Pennant* emblems or athletic sweaters, only one for each activity shall be awarded to a pupil during his high school course.

When a member of a team has earned more than one letter in a major sport, service stripes shall be awarded, one for each letter.

Service stripes shall be maroon in color, one-half inch in width, and shall extend around the middle portion of the left forearm.

Section III. Awards of any character not herein provided for shall be given only upon recommendation of the faculty supervisor, the finance committee, the approval of the principal and by the regular procedure necessary for amendments to the constitution or by-laws.

ARTICLE VI. MANAGERS

Section I. At the conclusion of the season of each sport the manager for the ensuing year shall be elected by the council. In the election of managers preference shall be given to candidates who, having tried out as assistant managers, receive the recommendation of the faculty supervisor. Managers and the faculty supervisor shall assign duties to all candidates who make application.

Section II. The nominations for all managerial offices shall be filed with the clerk prior to the election, having been approved previously by the principal.

Section III. All managers shall file a complete and final written report with the finance committee at the conclusion of the season or affair. All managers of athletics shall also file a complete schedule of the season's games in the principal's office at the beginning of the season and give due notice of any changes made thereafter.

Section IV. Each manager shall be under the immediate direction of the faculty supervisor of his particular activity and shall be responsible to the supervisor for all of his work as well as to the council. Games or events of any kind may not be scheduled without consulting the principal's date book, securing the date and the approval of the faculty supervisor.

Section V. The football manager shall schedule for the regular season at least six games and not more than nine. Each schedule shall consist of not less than four home games.

The girls' basketball manager shall schedule for the regular season at least six games and not more than twelve, of which one-half should be at home.

The boys' basketball manager shall schedule for the regular season at least ten games and not more than sixteen, of which one-half should be home games.

The manager of baseball shall schedule for the regular season at least eight games and not more than fourteen, of which the majority should be away from home.

The manager of track shall schedule not more than three interschool meets, and not more than one shall be scheduled at home.

The manager of tennis shall not schedule more than eight matches, of which not more than four involving expense may be held at home.

ARTICLE VII. GENERAL RULES

Section I. The Props and Paints Society shall be the only authorized organization for dramatic purposes in the school. This society may present before January 1st of each year one main production. Fifty per cent of the profits, after all legitimate expenses, of the annual Props and Paints show shall either be deposited to the credit of the general fund or expended with the approval of the finance committee and the principal, for some definite project from which the school will receive the chief benefit.

Section II. The senior class shall be authorized to present one annual class play or entertainment, which shall be dated after January of the current school year. The proceeds of this production shall be expended for the customary and necessary graduation expenses. Any unexpended balance beyond the graduation expense shall be deposited to the credit of the general fund of the council.

Section III. The annual minstrel or variety show shall be given under the authority of the council. All profits shall be deposited to the credit of the general fund of the council.

Section IV. No other entertainment of any character for which there is a charge for admission shall be given by any student organization without the consent of the council.

Section V. Not more than one affair requiring more than two weeks' preparation, shall be given within a calendar month.

Section VI. Any person or organization, except as herein provided for, who shall order or purchase any article in the name of a high school organization shall be personally liable for such order or purchase, unless a properly written order shall have been approved by a faculty supervisor or the principal of the school.

Section VII. Members of the faculty shall be admitted without charge to all activities held under the direction of the S. G. A.

C. THE STUDENT ACTIVITY BANK

This bank was organized for the purpose of handling the funds of the school which resulted from extra-curricular activities. The Head of the Department of Business Education is the school treasurer and the bank is managed by pupils of that department under his direction.

A senior student of the Commercial Department is appointed cashier and bookkeeper. Each manager of a student activity upon becoming a depositor is given a deposit book and a check book. Checks are honored only when countersigned by the student manager and the faculty supervisor.

When a manager wishes to have a bill paid, he draws a check on the Activity Bank, has it countersigned by his supervisor, and presents the check to the cashier, who then writes a check on the depository bank,

which is signed by the treasurer of the school and mailed to settle the account. There are nineteen active accounts. The books are balanced daily. The Activity Bank has a savings account and maintains a checking balance.

The Activity Bank loans money to worthy students who need financial aid in order to complete their high school education or to further it by attending college. One hundred dollars may be borrowed in any one year. The Activity Bank will accept the student's note at three per cent interest, provided the note is endorsed by an adult property owner.

All money collected for notes and interest reverts to the Student Loan Fund.

D. A FEW OF THE CLUBS IN MERIDEN HIGH SCHOOL

AGASSIZ ASSOCIATION

The Agassiz Association is the only club in the high school which is a branch of a national organization. The purpose of the national association is to carry on the teachings and principles of the great naturalist, Louis Agassiz. The local unit received its charter and chapter number (1045) about twelve years ago and has sent its annual dues and reports to the head office ever since. Interest is usually aroused through the biology and general science classes, but membership does not cease with the school years. Those who love the out-of-doors and want to know more about nature are the ones to whom this club appeals. Each member is expected to choose a special line of interest, as birds, flowers, stars, trees, etc., and make a real effort to find out something first hand from nature about this subject.

THE ART CLUB

The Art Club was organized in 1923. The purpose of the club is to cultivate the appreciation of harmony in line, tone, and color as seen in our daily contact with architecture, pictures, sculpture, interior decoration, design, and nature. Membership in this club is open to the students in the Art Department. The meetings are held once a month.

THE CAMERA CLUB

The purposes of this club are twofold: instructive and recreational. The pupils are given some idea of just what constitutes an attractive bit of landscape and are then encouraged to go on walking trips to explore and experiment for themselves. Instruction is given on the developing and printing of films; at the same time, the value of different methods of printing is explained.

THE DEBATING CLUB

The Debating Society was organized in October, 1923. This society aims to develop and foster interest in debating among the pupils of the school and to aid 'varsity teams in the collection of material, matters of finance, etc.

JUNIOR CHAMBER OF COMMERCE

This is an organization composed of the junior and senior Commercial boys of the school. Its object is to imbue the members with an understanding of their civic responsibilities, to promote student activities, to cultivate a social spirit among the members, and to perform any other duties which are becoming to an organization of this type.

JUNIOR COLLEGE CLUB

The purpose of the Junior College Club is to stimulate interest in going to college and to help raise money for the scholarship at Connecticut College awarded each year by the Senior College Club to some representative girl of high standing. Any girl interested in going to college, or in helping some one else go, is eligible for membership.

LA SOCIEDAD LITERARIA ESPAÑOLA

The membership of this society is confined to Spanish students in the second year course. Membership has hitherto been restricted to pupils of the third year Spanish course.

Such an organization is in existence to enable the students to become acquainted with the most famous Spanish writers and their masterpieces, and to create a better appreciation of the value and place of Spanish in modern education. The entire business of the meetings is carried on in Spanish. From time to time, social gatherings are held at which the students entertain with Spanish music, singing, and readings.

A sense of competition is stimulated by the prize of a three dollar book awarded by the society to the member who writes the best essay. In this competition all members participate, writing on any subject pertaining to Spain or Spanish-America with the minimum requirement of 250 words and a maximum of 500 words.

LE CERCLE FRANÇAIS

The French Club was founded to promote interest in France and in speaking French. Only those pupils taking second or third year work, whose average is eighty or above, may be members. Meetings are held once a month and conducted in French. One meeting each year is devoted to the presentation of a French play.

THE LIBRARY CLUB

The Library Club was started in 1915 by the faculty for the purpose of forming an organization to aid the librarian in the care of the library. The membership is composed of eighteen from the two upper classes who are recommended by their English teachers for admirable character and high standard, and then voted into the club.

The girls, through their close association with the library system, textbooks, etc., gain knowledge that will be valuable in any college work they

may later take up. Oftentimes they are called upon to assume full responsibility for the library during the librarian's absence and each girl in this way cultivates the spirit of service to her classmates that is necessary in an organization of this kind.

Enjoyable socials are held at the close of practically every monthly meeting.

IV. POINT SYSTEM IN A SMALL SCHOOL

This point system has been in use since 1926 in the Bangor High School, Bangor, Maine, a school of about 1,400 boys and girls. It is printed here with the permission of the Dean, Miss Rachel Connor.

COMMON CLUB INTERESTS

1. Clubs should stand for simplicity in all matters—entertainments, refreshments, expenditure of money.

No club should give entertainments for money to be used for any purpose except defraying expenses of said entertainment.

2. Each club should arrange and conduct one assembly each year.

3. How much publicity should be given to proceedings of clubs in city papers?

4. No pupil shall hold more than one major office during a school year. A major office means the highest office in each organization.

CLUB MEMBERSHIP—POINT SYSTEM

Each student should carry at least one but not more than nine points. The aim is to include everyone in some extra-curricular activity, but to limit those who might let clubs absorb too much time. It is the student's responsibility to choose those activities in which he is most interested to make up a total of not more than nine points.

Athletic Managers.....	4
Assistant Managers.....	2
Athletic Captains.....	3
Athletic Squad Members.....	3
Class Presidents and Treasurers.....	3
Class Vice-Presidents and Secretaries.....	2
Ring Committee, etc.....	1
Home room officers.....	1
Debating, French, History, Latin, Chemistry, Geometry, Commercial, Dramatic, Library, Rifle, Officers', Honor Council, and similar clubs:	
President.....	3
Other Officers, including permanent chairmen of committees.....	2
Members.....	1

Members of band and orchestra.....	3
Members of Glee Club.....	1
Dramatic Club—parts in plays.....	$\frac{1}{2}$ -2
Editor of "Oracle".....	4
Business Manager of "Oracle".....	4
"Oracle" Board.....	$\frac{1}{2}$ -3
Debating Team.....	3
Junior Semi-finals.....	1
Junior Exhibition.....	2

V. STUDENT PARTICIPATION IN THE MANAGEMENT OF A LARGE SCHOOL

STUDENT SELF-GOVERNMENT*

The very idea of the power and right of the people to establish government, presupposes the duty of every individual to obey the established government.—*George Washington*.

Political society is in real truth the eternal and natural expression and embodiment of a form of life higher than that of the individual—that common life of mutual helpfulness, stimulation, and contest which gives leave and opportunity to the individual life, makes it possible, makes it full and complete.—*Woodrow Wilson*.

GENERAL STATEMENT

The constitution which follows was adopted in September, 1914, as a result of the evolution of the school which seemed to make desirable organized participation of students in governing themselves.

A. CONSTITUTION OF THE WASHINGTON IRVING HIGH SCHOOL ASSOCIATION

The principal and teachers of the Washington Irving High School, believing that one important purpose of the maintenance of public schools is the character training of future citizens, and that such character training in this school can be made more effective by an extension of the share of the students in the government of the school, hereby grant the following constitution:

ARTICLE I. NAME

This organization shall be known as the Washington Irving High School Association.

ARTICLE II. PURPOSE

The purpose of the Washington Irving High School Association is to direct student activities, and to maintain good government in the school, especially by fostering the civic virtues of self-control, courtesy, coöperation, and obedience to lawful authority.

* Washington Irving High School, New York, N. Y. Quoted from the "Handbook," with the permission of Mr. Edward Cornell Zabriskie, Principal.

ARTICLE III. MEMBERSHIP AND JURISDICTION

Section 1. All students and teachers of the Washington Irving High School shall be members of the Association, with the exception that students who are proved guilty of serious offenses against the laws of the school may, by a vote of the governing council, be excluded from membership in the Association. All friends of the school may become members of the Association on payment of dues, or by election to membership.

Section 2. The jurisdiction of the Association shall extend to all parts of the school property, with the exception of the classrooms when they are in charge of teachers.

ARTICLE IV. DUES

Dues shall be 25 cents per term. Payment of dues is not a condition of membership, as all students of the Washington Irving High School are members of the Association, unless deprived of membership through their own misconduct; but on payment of dues a "paid-up membership ticket" will be issued, which will be the admission ticket of the holder to specified events given by the Association throughout the term.

ARTICLE V. GENERAL OFFICERS OF THE ASSOCIATION

Section 1. The principal of the school, or a dean, shall be a member, ex officio, of all committees, and shall have power to veto any action of the Association or of its officers.

Section 2. In each term there shall be elected the following officers, to serve until their successors are elected:

- (1) a president,
- (2) a recorder,
- (3) a secretary of the traffic department,
- (4) a secretary of the social service department,
- (5) a secretary of the department of industry.

Section 3. The treasurer shall be a teacher appointed each term by the principal.

ARTICLE VI. DUTIES OF GENERAL OFFICERS

Section 1. The president shall (a) preside over meetings of the Washington Irving High School Association; (b) preside over meetings of the governing council.

Section 2. The recorder shall keep minutes of meetings, and answer correspondence of the Association.

Section 3. The secretary of the traffic department shall be in general charge of the traffic of classes in the foyer, elevators, corridors, and on stairways.

Section 4. The secretary of the social service department shall be in charge of student activities concerning the maintenance and improvement of ideals of order, self-control, voice, courtesy, coöperation, and obedience. She shall also be in charge of the care of school equipment, including desks, chairs, blackboards, floors, waste baskets, and drinking fountains.

Section 5. The secretary of the department of industry shall be the head of student activities concerning punctuality, attendance, and scholarship.

Section 6. The treasurer shall receive all funds of the Association and pay all bills against it.

ARTICLE VII. CLASS OFFICERS

Every class (section) in the Washington Irving High School shall elect, subject to the veto of the class adviser, a captain, a lieutenant, and a recorder, who shall serve until their successors are elected.

ARTICLE VIII. DUTIES OF CLASS OFFICERS

Section 1. It shall be the duty of the captain, in the absence of the teacher, to assume full authority in all matters pertaining to classroom order, and to enforce good government at all times and in all places where a teacher is not in direct control of the class. The captain shall especially be responsible for the conduct of the individual members of her class in the halls, and in lunch rooms and other rooms devoted to the general use of the students.

It shall be the right and duty of every captain to see that order is observed by all students, whether they are in her own section or not, in all places where teachers are not in direct control, such as halls, stairways, lunch rooms, and recreation rooms.

The captains shall unite to form the traffic department.

Section 2. The lieutenant shall assist the captain, take her place in her absence, and especially coöperate in the increase of good manners, the correct use of voice in public places, the assistance of visitors, and the assistance of teachers in charge of study halls. She shall also be the teacher's assistant for promoting good housekeeping in the classrooms, lunch rooms, halls, lavatories, and elsewhere. It shall not be her principal business to clear away litter, but to prevent its being thrown down. The lieutenants shall form the department of social service.

Section 3. The class recorder shall, as the secretary or bookkeeper for the section, assist the class adviser in keeping the record of attendance and punctuality. She shall assist in keeping up a high attendance and in promoting punctuality. The recorders shall form the department of industry.

ARTICLE IX. THE LEGISLATIVE DEPARTMENT

Section 1. The legislature for each session shall consist of the councils of the three departments.

Section. 2. A regulation to become operative must pass through the following stages:

- a. It must receive a majority vote in the council of the department concerned.
- b. It must receive the approval of the secretary of the department concerned.
- c. It must receive the approval of the principal or of the dean.

ARTICLE X. GOVERNING COUNCIL

Section 1. The governing council shall consist of the president, the recorder, the secretary of traffic, the secretary of social service, the secretary of industry, and the principal or a dean.

Section 2. The governing council shall have full power to see that the laws of the school are kept.

Section 3. Complaints against any student thought to be guilty of violating any law of the school may be made, preferably through an officer of the offender's class, to the secretary of the department in which the offense has occurred.

Section 4. The secretary of the department in which any offense is said to have occurred, or the officer making the complaint, shall state the case to the governing council, sitting as a court, after which the accused student shall have the right to speak in her own defense.

Section 5. Written records of all offenses reported to the governing council shall be kept in the office of the Association.

Section 6. The governing council may appoint marshals to regulate traffic in the halls, and may also appoint any other officer found necessary for the enforcement of law and the preservation of order.

ARTICLE XI. RIGHTS AND DUTIES OF MEMBERS

Section 1. It shall be the right of every member of this Association to make suggestions to class officers or to the members of the governing council, for the improvement of the laws of the school, for methods of their enforcement, and for anything concerning the general welfare of the school.

Section 2. It shall be the duty of every member of the Association to respect the authority of all officers of the Association. Failure to give such respect shall constitute an offense against the law.

Section 3. It shall be the duty of members to observe and to coöperate in enforcing school regulations for the care and preservation of public property and the maintenance of quiet, order, and decorum through the exercise of self-control, courtesy, coöperation, and obedience, and to recognize their obligation to uphold the reputation and honor of the Washington Irving High School.

ARTICLE XII. AMENDMENTS

Amendments to this constitution may be made at any time.

Amendments Passed July 29, 1915

1. A vacancy occurring in the governing council may be filled by a vote of the members of the council composing the department in which the vacancy has occurred.

Passed December 24, 1915

2. *Initiative.* Students shall have power, in consultation with their class adviser, to suggest amendments to the constitution, which, if ratified by the students at large, shall become parts of the constitution of the Washington Irving High School Association.

3. *The Referendum.* All amendments passed by the council of officers shall be submitted to the students for ratification or rejection.

4. *The Recall.* Sections shall have power to recall officers, when a petition bearing the signatures of the majority of the section members and stating the reasons for recall, shall have been approved by the class adviser.

Passed December 8, 1916

5. The bank directors shall serve as supervisors of the work of the Washington Irving Bank, under the direction of the teacher director appointed by the principal.

ELECTION OF SECTION OFFICERS

To All Class Advisers:

Ladies and Gentlemen:

Will you please see that the section of which you are the Adviser elects on the opening day of the new term the following officers:

Captain
Lieutenant
Recorder

You will find in this envelope the following:

1. Arm bands for officers.
2. Blanks for receipts for arm bands.
3. Printed suggestions for each officer.
4. Dates and rooms of councils for each officer.
5. "Election of Governing Council and Association Dues" for each officer.

After the election, will you please give the bands to the officers and have them sign receipts with their full names, section, and addresses. Will you kindly allow the Recorder to take these receipts to Office 115. The suggestions to officers, dates of councils, and information about the election of the Governing Council are to be kept permanently by the officers.

Most sections vote more thoughtfully for their officers if the election is preceded by advice from the class adviser about the responsibility attached to office holding and the need on the part of the girls of exercising judgment in the endeavor to select the best girls as officers. In sections where girls do not know each other well enough to make wise elections on the first day,

officers may be elected on trial for the first month. The girls should also understand that any choice of theirs is subject to the veto of the class adviser and that any officer may be removed, if she is found inefficient in the performance of her duties or unsatisfactory in her own conduct or scholarship. Candidates for office should be reminded that regular attendance at councils is a part of their duty. Councils for each officer are held once a month. It is necessary that every officer attend councils faithfully in order that she may report to her section upon matters taken up there.

We thank you for your attention to these details.

Very sincerely yours,

(Signed by the deans. The first issue was also signed as approved by the principal.)

B. OUTLINES FOR COUNCILS

Outlines are written each week by the deans to assist chairmen in preparing to preside over their councils. The outline is given to the chairman on Friday so that she may learn the subject matter before Monday. If she is in doubt about any part of it, she may consult her dean on Monday. The councils are held on Wednesdays. Chairmen and officers sometimes write outlines themselves and submit them to the dean for approval or suggest topics to be included in those prepared by the deans. One of the deans is present in each council to guide discussion and to give advice when it is needed.

COUNCILS OF CAPTAINS

Wednesday, February 13, 1929

- I. Appoint a secretary. Reading of the minutes.
- II. Appoint an attendance clerk to pass attendance list for signatures.
- III. Announcements.
 - A. Next week, Wednesday, February 20, Lieutenants meet. Please remind yours.
 - B. *The Times* will be on sale soon.
 - C. Sale of Association tickets. Work hard for 100 per cent sales in all sections.
- IV. Nominations of candidates for the Governing Council.

Today we shall hear the candidates speak for the offices of President and Secretary of Traffic. These girls have been suggested by classmates and teachers because they have good records in conduct and scholarship. They will now speak to you. The votes taken in this meeting will be added to the votes in the other three meetings today. We shall not know the results until the end of the 9th period.

We shall now hear the candidates for President. (Call names from attached list.)

- V. For the voting, follow the procedure on the attached paper.
- VI. We shall now hear the candidates for Secretary of Traffic. (Call names from the attached list.)
- VII. The candidates are to speak at four meetings today.
Periods 4, 6, 7, 9.
- VIII. Read announcements on attached sheet of announcements.
- IX. Give circulars about poster contest.
- X. Adjourn meeting.

PROCEDURE FOR NOMINATIONS FOR THE GOVERNING COUNCIL

- 1. Call on nominees to speak in the order in which their names appear on the list.
- 2. Ask nominees to step into the hall and stand near door in alphabetical order.
- 3. Appoint two girls to act as tellers to count the votes.
- 4. Count the exact number of officers present who are entitled to vote, by having them stand and count off.
- 5. Ask a girl near the door to call in the first nominee a moment, so all may remember who she is before they vote.
- 6. Ask all in favor of the nominee to stand and count off. The tellers give the number.
- 7. Call in each nominee in turn and vote in the same way.
- 8. Call all the nominees into the room. Explain that the votes of all four councils must be added before we can know which two will be the candidates to run for office.
- 9. Proceed with the voting for the next group of nominees for the next office in the same way until all have spoken and have been voted upon. The two candidates having the highest number of votes in all four councils will be the candidates for each office.

COUNCILS OF MARSHALS

Wednesday, March 6, 1929

- I. Appoint a secretary. Omit the reading of the minutes.
- II. Appoint an attendance clerk to take the attendance on slips of paper.
- III. Next week the captains will meet. Please ask yours to be present.
- IV. Discussion of marshal work.
Urge the marshals to ask questions and make suggestions about special work they do, in the following order:
 - A. Marshals in halls during periods.
 - B. Marshals at elevators.
 - C. Marshals before the afternoon session.
 - D. Marshals at doors after assemblies.
 - E. Marshals at dismissal.
 - F. Marshals in the offices.
 - G. Marshals in the library.
 - H. Lunch room marshals.
 - I. Supervisors of marshals.

V. Cautions and information for all marshals.

- A. How to wear the sleeve band. (Have this demonstrated by some marshal present.)
- B. A teacher suggests that marshals should be exceptionally careful to keep up their studies and perform all classroom duties, for the honor of the marshal service.
- C. Be a marshal everywhere, as well as at your particular post, helping to stop noise and straighten out confusion wherever necessary.
- D. Hall marshals are not to carry ink wells into halls. Ink has been spilled in this way. Keep desks in halls free of papers.
- E. Hall marshals will please lock all wardrobes in vacant rooms that have clothing in them. Marshals should lock open wardrobes in classrooms except at Periods 4 and 6 when unlocked by teachers.
- F. If you are absent from school on a day when you have marshal duty, leave a note the next day on the desk of the dean of your session, so that she may mark you excused.

VI. The manners of marshals.

Marshals are asked to read and follow the suggestions about social usage in our new *English Syllabus*, pages 77-86. Review in the council those on pages 69-72.

- A. Avoid being conspicuous in personal appearance or voice. (Page 78.)
- B. If you are seated when a teacher or visitor speaks to you, rise at once. (Page 78.)
- C. Manners while waiting in the foyer. (Page 78.)
- D. Lunch room manners. (Page 80.)
- E. How to make introductions. (Page 83.)
- F. Good auditorium manners. (Page 52.)
- G. Can you think of other points of good manners that marshals should especially practise?

COUNCILS OF RECORDERS

Wednesday, June 13, 1928

- I. Call the meeting to order.
- II. Have minutes read and corrected.
- III. Have girls sign attendance slip.
- IV. Announcements. The Regents' examinations will be held next week. We shall need helpers in Office 115 from 9:30 to 3:30 daily. We shall also need help the last two days of the term, June 28 and 29, and the three days before school opens in September, Wednesday, Thursday, and Friday, September 5, 6, and 7. Please tell your sections of this opportunity for service. Anyone may come to Office 115 to sign up. Are there any recorders who will volunteer to be present any one of these days? The work is pleasant and you will enjoy being with your

friends. The words "Volunteer Service" are stamped on your permanent record card for this service for your school.

- V. Vacation time is at hand and many of us will go away to the country and the seashore, where we shall meet new people and where we hope to make a good impression. Our personal appearance is the first thing that will attract or repel new friends. What are the chief things to which we should give thought?

A. *Neatness of Dress*.—Your summer clothing need not be expensive, but it should be neat and in good taste. A simple print dress that is fresh and dainty is far more attractive than soiled or frayed silk or georgette; not too striking in color or style; appropriate to the occasion. You will need sports clothes, which should be very plain and loose enough to give absolute freedom of action. Don't wear fancy, high-heeled shoes except for special occasions. Wear clean sport shoes with your light dresses.

B. *Personal Hygiene*.—Absolute cleanliness is the first essential of charm. Have face and neck spotlessly clean. Use cold cream at night for cleansing the skin. Wipe off with soft cloth or soft paper sold for the purpose. Avoid rouge, lipstick, and an overabundance of powder. Don't use strong, overpowering perfumes. The slightest trace of scent is sufficient. Be careful to avoid body odors. Keep hands clean and nails well cared for. Take care to keep the cuticle at base of nails well pushed back by using an orange stick. Do not cut the cuticle. The use of deeply colored liquid polish is in poor taste. If you use liquid polish get the natural color. See that the nails are well filed and always clean. Avoid shaping them to very sharp points.

C. *Manners*.—We want our new acquaintances to be impressed with the fact that we are courteous and well-bred. Our conduct may be the means of our having a happy vacation or we may be neglected and have to sit by while others enjoy the fun. Where will our good manners show?

1. In informal afternoon gatherings, on porches or lawns.

- a. Posture.

- How to stand and sit.

- b. Voices, low and pleasant.

- c. Courtesy to hostess and elders.

2. In sports.

- Hikes, picnics, bathing.

- Discuss manners and costumes suitable for each.

3. Dances.

- What is good form for dancing?

4. Table manners.

- Discussion.

5. Friendships with boys.

VI. Meeting adjourned.

C. FORMS USED IN THE ELECTION OF OFFICERS

ELECTION OF GOVERNING COUNCIL; NOTICE FOR BULLETIN BOARDS

The election of the Governing Council of the Washington Irving High School Association will be held in section rooms at the section periods on Monday,

The following officers will be elected:

President
Recorder
Secretary of Traffic
Secretary of Social Service
Secretary of Industry

On all bulletin boards in classrooms and in lunch rooms, sample ballots are posted containing names of nominees and instructions for marking the ballot.

All paid-up members of the Association are urged to vote. By the vote of a large majority in the councils of captains, lieutenants, and recorders, the right to vote in the election of the Governing Council is restricted to those who have Association tickets.

Register for voting before the election by showing your Association ticket, with your name and section written on it, to your captain, who will act as Inspector of Election.

(Signed by the deans.)

ELECTION OF GOVERNING COUNCIL; ASSOCIATION DUES

FOR OFFICERS

To All Class Officers:

February, 1929.

Dear Girls,

The girls whose names appear on the attached sheet have been recommended for the Governing Council and their records in conduct, punctuality, and scholarship have been found to be satisfactory. Will you please speak with your classmates about these candidates and come prepared at your first council to help to nominate the girls whom you and your classmates believe best qualified. The nominees will speak at the councils of both sessions.

Captains nominate for President and for Secretary of Traffic.

Lieutenants nominate for Secretary of Social Service.

Recorders nominate for Secretary of Industry and for Recorder.

Posters for candidates, submitted in the campaign Poster Contest, will hang in the foyer for two weeks, March 8-22. During the week of March 11-15, candidates will address all assemblies.

Election will take place during the section period on Monday, March 18. The right to vote is restricted to girls who have paid their dues in the Washington Irving High School Association. Every girl may register to vote for the Governing Council by showing her Association ticket, bearing her name and section, to her captain before the election.

Association Dues.—Dues are paid by securing paid-up membership tickets for 50 cents apiece. This includes a term subscription to the weekly paper. Tickets may be paid for during the first four weeks of the term in the section period. The proceeds will be devoted to the Student Loan Fund or to some other important school activity, to part payment of the expenses of the Association entertainment, to payment for election, printing, first aid materials, etc.

Every holder of an Association ticket has the right to join any club for which she is qualified, to vote in the election of the Governing Council, and to exchange the stub for a ticket to the Association entertainment on March 2 or March 16 to the seating capacity of the auditorium. Let us have 100 per cent paid-up memberships.

Sincerely yours,

(Signed by the president of the Association and the deans.)

ELECTION OF GOVERNING COUNCIL

FOR TEACHERS

To All Teachers:

Ladies and Gentlemen:

Place and Time.—The voting for members of the Governing Council will take place in the section rooms at the section periods next Monday.

Who May Vote.—By the vote of a large majority in the councils of captains, lieutenants, and recorders, the right to vote in the election is restricted to those who have paid-up membership tickets in the Washington Irving High School Association.

Method of Election.—The election will be conducted by the captain of the section acting as Inspector of Elections and the recorder as Ballot Clerk. These officers will be given all necessary instructions by us before the election. We shall tell officers of morning sections to call at Office 115 for the ballots and other material before their session begins on the day of election and we shall instruct officers of the afternoon session to call for the material at the end of the 11th period on the day of the election. Will teachers at the 12th period please excuse lateness of officers for this purpose. The recorder, acting as Ballot Clerk, will with your permission deliver the marked ballots and other papers to Office 115 after the election. Will each class adviser please sign the Ballot Clerk's report? If the recorder has not time enough in the section period to finish her report and her summary of votes, will teachers of the first recitation period please excuse her and the captain for a short time to do this in Office 115. Recorders and captains of afternoon sections may remain after the session in Office 115 for this purpose if necessary.

If the captain or the recorder should be absent, will the class adviser please appoint girls to act as Inspector and Ballot Clerk for the section, and send these girls to Office 115 to get material for voting. The class adviser's register for the section will furnish the official list of voters, except

that no girl may vote who has not shown her Association ticket, bearing her name and section, to her captain.

All girls must vote with their own section. If any girl asks permission to leave her section room so that she may vote in another room, will you please refuse this permission.

Teachers may vote at any convenient time and place. The distribution, marking, and collecting of the ballots ought to take only a few minutes. There should, of course, be no electioneering on the day of election.

Sincerely yours,

(Signed by the deans and as approved by the principal.)

DUTIES OF INSPECTORS

FOR CAPTAINS

For Election of Governing Council, Monday

1. *Time and Place.*—The election will be held in the section periods and in the section rooms on Monday

2. *Who May Vote.*—It has been decided by a majority vote in the councils of captains, lieutenants, and recorders that only those girls may vote who are registered in your section and who have shown you Association tickets this term with their names and sections written on them. Any teachers who have Association tickets may vote with your section.

3. Before the day of election, secure for yourself the official lists of all girls registered in your section who have Association tickets. Ask the girls to show you their tickets at any time convenient for you. Copy this list alphabetically on ruled 8 by 10 paper, and number the names.

4. On the day of election, your responsibility is to see that the election is honest by allowing no students to vote except those whose names are on your official list.

5. As soon as the section is in order, ready to vote, take your stand at the front of the room, see that no girls are present except those on your official list, and then signal to the Ballot Clerk to distribute the ballots to girls whose names are on your list. Ask girls to read the directions at the top of the ballot before marking it. While the girls are marking the ballots, you yourself pass around the room and see that each girl who is voting writes her initials after her name on your list. After the election is over, give this list to the Ballot Clerk.

6. As soon as the election is over, go with the Ballot Clerk to Office 115 to help her make her summary, unless she can finish it in the section period. Teachers of the morning session will excuse you for a short time during the first period to do this. Inspectors of the afternoon session may remain in Office 115 a few minutes after the session if necessary.

(Signed by the deans.)

DUTY OF BALLOT CLERKS

FOR RECORDERS

For Election of Governing Council

1. Before the section period of your section on the day of election, get from Office 115 the material needed, as follows:

- a. Blank ballots for your class.
- b. A large envelope labeled "Marked Ballots," in which to place the ballots after they have been marked by the voter.
- c. A large envelope in which to place the spoiled ballots, if there are any.

Ballot Clerks of morning sections call for material in Office 115 at 7:50 on Monday, Ballot Clerks of afternoon sections call in Office 115 at the end of the 11th period, and keep the material with them until the section period. Teachers of the 12th period will excuse officers to get material if necessary.

2. Hand ballots to girls whose names are on the Inspector's official list, *when authorized to do so by Inspector*. This list will consist of the names of all girls in the section who have shown their Association tickets to the Inspector. Give a second ballot to voter if the first one is returned spoiled.

3. Preserve all spoiled ballots in blank envelope. At close of polls put marked ballots in envelope labeled "Marked Ballots."

4. At close of polls fill out the following statement:

Number of ballots received.....	
Number of ballots voted	
Number of ballots spoiled	
Number of blank ballots returned	
Number of ballots for summary	
Total	

Signed,

Signed,

.....

.....

Class Adviser

Ballot Clerk, Section

5. Count the number of votes cast for each candidate, and enter the number after her name on a blank ballot. Put this summary of votes on top of the pile of voted ballots. You may do this in Office 115, unless you can finish it in the section period. Teachers of the first period will excuse you for a few minutes after the session if necessary.

6. Deliver in Office 115 at close of polls:

- a. Your summary of votes.
- b. Report of Ballot Clerk filled out above on this sheet.
- c. Official list of voters which the Inspector will give you.
- d. Blank ballots left over.
- e. Envelope containing marked ballots.
- f. Envelope containing spoiled ballots.

(Signed by the deans.)

WASHINGTON IRVING HIGH SCHOOL ASSOCIATION

MONDAY, MARCH 18, 1929

1. To vote for a candidate on this ballot, make a single cross (X) mark in one of the squares at the *left* of the name.
2. To vote for a candidate not on this ballot, write her name on a blank line under the names of candidates for that office.
3. Mark only with pencil having black lead.
4. Any other mark or erasure on this ballot makes it void and it cannot be counted for any candidate.
5. If you tear, deface, or wrongly mark this ballot, return it and obtain another.

FOR PRESIDENT

FOR SECRETARY OF SOCIAL SERVICE

FOR RECORDER

FOR SECRETARY OF INDUSTRY

FOR SECRETARY OF TRAFFIC

D. SUGGESTIONS TO OFFICERS EXPLAINING THEIR DUTIES

TO SUPERVISORS OF MARSHALS IN HALLS DURING PERIODS

To Miss, Section

My dear,

Marshals now take charge of halls on certain floors during some period each day. These marshals are appointed from girls assigned to study periods. It is necessary that a careful record be kept of their attendance,

reliability, and ability to carry out the instructions given to them. You are asked to assist in keeping this record on, at the period.

A list of all hall marshals will be kept in the desk of the dean in Office 115. You will keep your record on this list as well as upon a list of your own.

At the beginning of your period as Supervisor will you please go to the eighth floor and walk down to the first floor, checking the attendance of each marshal on each floor except in the foyer, where there is always a teacher assigned. On floors where teachers are assigned instead of marshals, during lunch periods, the 5th, 6th, 7th and 8th periods, you will also find out whether the teacher is present. If the teacher is absent, you are to report the absence to Office 110 so that another teacher may be assigned for that day. You will then record on the list of hall marshals on the dean's desk in Office 115 your record of the attendance of the marshals of your period.

If one or more marshals are absent, you may ask the marshal on the floor below where the absence is to take care of two floors for that one day.

You are not to linger unnecessarily on any floor, nor talk with hall marshals except about their duties. When all marshals are present it takes only about ten minutes to record their attendance. After you have checked the attendance, you are asked to spend the rest of the period in Office 115 as office marshal.

You are given the regular directions for hall marshals so that you may know their duties when you supervise their reliability and ability to follow directions.

Hall marshals are required to wear their sleeve bands when on duty. Please record their failure to do this on the record of attendance in Office 115.

Hall marshals must not leave their floors during the period except in the performance of their duties as assigned on the directions given them.

No hall marshal may have any girl visiting with her from a study room or a classroom.

As Supervisor of Marshals in Halls it is your duty to see that your marshals understand these regulations and are reliable in obeying them. If a marshal is unreliable or inefficient it is your duty to explain this to the dean, so that a more reliable and efficient girl may be appointed. The orderliness of the school and the dignity of our student government can be maintained only by reliable and efficient officers.

In case of a fire-drill during your period of service please join a class at once and go to the street as if you were a member of that class.

You will meet in council with the marshals on the dates and in the rooms assigned on the regular list of councils of officers. Please attend all your councils and be ready to give there the benefit of your experience as a Supervisor. Commendation cards are given to marshals who attend all their councils. Your service as a marshal will be recorded on your permanent record card.

Please wear your sleeve band every day and be of service wherever you can to secure ladylike manners and general good order during the passing of classes in halls and elevators and on the stairs. You may assist elevator marshals by securing quiet voices and good lines at elevators.

You have been chosen as one of the Supervisors because we believe that you will be able and willing to serve your school faithfully and efficiently in this way.

Sincerely yours,

(Signed by the deans and as approved by the principal.)

MARSHALS IN THE LIBRARY

My dear, Section

There are two kinds of positions for marshals in the library. You have been appointed to serve in the position checked below, at the period. You may go directly from your previous room to the library at the beginning of the period and spend this entire study period there. A supervisor of marshals will take your attendance.

Position I

A. This marshal's post of duty is at the table near the door. She gives to each girl who comes from study hall a slip to be filled out with name, section, date, period, and the study hall to which she is assigned. Fifteen minutes after the beginning of the period the marshal signs the slips with the initials of the librarian and takes them to the teacher in charge of the study hall. She keeps a record of the number of the slips and also of the number of girls out of session who are in the library.

B. It is her duty also to ask every girl in the library to show her program card. A girl may be in the library if she has study at that period, or if it is a period out of her session. If a girl says she has no program with her, the marshal asks to see her name and section written in one of her books. The marshal makes out a blank for her section teacher (the librarian has these blanks and the list of section teachers) and places these blanks in the teachers' letter boxes in Office 111. If there is anything irregular about the girl's right to be in the library, the marshal goes to Office 115, and looks at the girl's program there, and explains the irregularity, or cutting, to the dean. A marshal's faithfulness in this work will prevent girls from cutting classes to sit in the library.

Position II

This marshal assists the librarian with such general library practice as filing cards, putting away books, and such other work as may be needed.

For Both Marshals

At the first bell the marshals are requested to put their own tables in order, then to place the chairs under the reading tables, and to close the ink wells,

The librarians value highly the willing service of efficient marshals. You have been appointed for this service because we believe you to be capable of doing such work well. If you are willing to perform this service for your school, will you please sign the receipt and accept your sleeve band.

Sincerely yours,

(Signed by the deans after it was approved by the librarian in charge of the library.)

TO MARSHALS IN OFFICE 115 DURING PERIODS

My dear, Section

Marshals now serve as hostesses in Office 115 at each period during the day. You are asked to spend your study period on the period, in Office 115 as one of the marshals there.

You will please go directly to Office 115 after the preceding period unless you are marshal during the 4th or the 9th period. If you are the marshal at the 4th or the 9th period, please go from the room of the preceding period as promptly as possible, to Lunch Room 401 or 502, and serve at the counter for ten minutes at the beginning of the period to see that no girls are allowed to buy food at the counter. You will then go to Office 115 for the rest of the period.

The marshals in Office 115 will please sit opposite each other at the end of the table nearest the door. Directions are kept in the left-hand table drawer.

It is your first duty to receive every person who enters the office and politely ask each one what is wanted. Many of the questions you will be able to answer without interrupting the teachers in the office. Please learn the answers to the questions in the typed directions. If a question is asked that you cannot answer, please ask the teacher in charge of the office. Do not give incorrect information.

Usually you will be able to study part of the period, but you should plan your work so that you can give up the whole period for office service if you are needed. This will be possible if you plan to prepare a lesson for the next day at this time.

Your attendance will be recorded by the Supervisor of Hall Marshals.

This position requires the courtesy, tact, and graciousness of a friendly hostess. Try to send each inquirer away satisfied and pleased with your service.

If you are willing to take this position for our school, will you please sign the receipt and accept your sleeve band.

Sincerely yours,

(Signed by the deans.)

MARSHALS AT ELEVATORS AT THE 4TH PERIOD

To Marshals at Elevators, 4th Period:

My dear,

We are assigning girls to do marshal duty at the east elevators, instead of teachers, at the 4th period, when girls are arriving from home. Will

you please give your study period on.....at the.....period to this service at the.....elevator.

At the beginning of your period of elevator duty please station yourself near the elevator and spend the whole period there. Please assist the teacher in general charge of the foyer to secure low voices and good manners from the girls who are waiting for their session to begin. Girls should be discouraged from arriving at school so early that they must wait a long time in the foyer.

The elevators begin taking girls to the upper floors about fifteen minutes before the beginning of their session, or at about 10:50 o'clock. The marshal in charge at the elevator sees that the girls stand quietly in two's until the elevator comes, and then step quickly to the back of the elevator and face front. Allow only 30 girls at one time to enter an elevator. You will need to stand at the head of the elevator line and count this number to prevent crowding. The line that is left waiting should stand far enough back from the entrance to the car to leave free passageway in the halls.

We know you will do your best to make this marshal service a success. Use all the tact and efficiency that you have, and we are sure that you can make your work a step forward in student government.

Sincerely yours,

(Signed by the deans.)

MARSHALS AFTER ASSEMBLY AT AUDITORIUM DOORS

My dear ,

You have been appointed to serve as a marshal at the.....door at the close of assembly on.....the.....period.

When the chairman of the assembly says, "The assembly is adjourned," you may rise at once and go directly to your door. You may sit downstairs in the next row behind the other girls near your door, so that you may be able to reach it before the classes begin to pass out. Please explain to the teacher who takes your attendance where you are to sit, so that she may know where to look for you.

All girls leaving the assembly by the corner doors are required to use the east elevator or the east stairs. You are to stand outside your door and allow no girls to go toward the Irving Place side of the foyer except those who go to the basement gymnasium.

Marshals at the center doors will please see that the girls use the nearest elevator or the corner stairs. Please do not allow the girls to cross the foyer in front of the fireplace.

An efficient marshal directing the girls at the corner doors prevents crowding at the west elevators and helps to secure an orderly dismissal from assembly.

If you are willing to do this work for the school will you please sign the receipt and accept your sleeve band.

Sincerely yours,

(Signed by the deans.)

DISMISSAL MARSHALS AT FOYER EXITS AT 5:15 P. M.

My dear , Section.....

Will you please serve as a marshal in charge of the dismissal from 5:15 to 5:25 in the foyer at the door. Your duty is to see that all girls leave the building promptly by the nearest doors instead of passing through the foyer. Girls may go to the library after session and to the Lost and Found Room 112. Please explain to girls that offices are closed after 5:15 and errands must be attended to on the following day before their session. Occasionally, however, girls have necessary reasons for entering the foyer. Please use good judgment when you grant permission in these few cases.

The position of dismissal marshal is one of the most valuable and responsible in the school. You have been chosen for this work because you have already shown yourself to be faithful and responsible. If you are willing to perform this service for the school, will you please accept your marshal's sleeve band and sign your name on the receipt card.

Sincerely yours,

(Signed by the deans.)

MARSHALS IN HALLS AT 5:15 DISMISSAL

My dear ,

Will you please serve as marshal on the side of the floor hall every day at the 5:15 P. M. dismissal. Your duty is to help see that girls leave the floor promptly and quietly in class lines by the *nearest* exit. Girls are rarely permitted to go on errands about the building after five o'clock. Will you please make note of classes that leave the building promptly and quietly, so that you may report them for commendation.

While the girls are passing out, please stand at the west corner exit on your side of the building and prevent girls from going needlessly through the halls. Ask girls to go down the corner stairs instead of crossing the halls.

After the classes have gone, will you please start at the corner room and look into every room on your side of the building and into those on the Irving Place side till you come to the room opposite the middle stairway. Please see that no girls are lingering in any room without a teacher. If you find lights burning after everyone has gone, please put them out. Please look into the lavatory also, to see that no girls are loitering there. Warn girls who fail to go promptly, and if you find the same girls failing repeatedly to obey the regulation which requires prompt dismissals, please take their names and classes, and report them if necessary to the Governing Council or to the dean.

The position of dismissal marshal is one of the most valuable and responsible in the school. You have been chosen for this work because we believe you to be faithful and responsible.

Sincerely yours,

(Signed by the deans.)

VI. CLUBS AND PARTIES

A. DEPARTMENT CLUBS

WASHINGTON IRVING HIGH SCHOOL*

BIOLOGY DEPARTMENT

Biology Club.—The biology club holds two meetings each week, one for pupils of the morning session, the other for pupils of the afternoon session. Its object is to give to its members a wider scope of interest in the field of biology than that which is possible in the classroom. This is accomplished through discussions, stereopticon talks, and field trips.

CIVICS DEPARTMENT

The Roosevelt Civics Club.—This club meets regularly once a week. Its object, as stated in the club constitution, is "to foster an interest in community affairs, to develop initiative and leadership in a selected group of junior citizens, and to help them to learn how to cooperate with each other and with various civic agencies for the common good." The club programs consist of civic sightseeing trips to various places in the city, club discussion of problems of current interest, and the planning and carrying out of different projects organized in response to any needs of the school or community which are noticed by the club from time to time.

DRAWING DEPARTMENT

Art Clubs.—The drawing or art department has a number of clubs, which change from term to term with the kind of work done in the classroom. All the various kinds of art activities are pursued in these clubs, which are usually of a cultural nature. There are clubs of advanced craftwork, modeling, outdoor sketching, exhibition visiting, and different phases of art appreciation.

ELOCUTION DEPARTMENT

The Washington Irving Players.—This is the dramatic club of the department. It meets in two divisions, one for morning girls and the other for afternoon girls. Each division has as its adviser one of the teachers of the elocution department.

A credit of one-half unit is given for two years' regular attendance and satisfactory work in this club.

FRENCH DEPARTMENT

Le Cercle Français.—The object of the club is to interest girls in the cultural side of the language to an extent beyond classroom exercises by means of dramatic work, stereopticon pictures (history, art, geography), talks and patriotic songs, games.

*Handbook.

As far as teachers' programs will allow, divisions of club exercises are suited to advancement of different grades.

GERMAN DEPARTMENT

Deutscher Verein.—The Deutscher Verein meets once a month. It supplements the classroom work by presenting various interesting phases of German life and art, sometimes in the form of stereopticon pictures, sometimes in the form of travel talks, opera recitals, lectures on literature or art, sometimes in the playing of games or the presentation of short plays.

HISTORY DEPARTMENT

The History Club.—The history club concentrates on the vital problems of today, the understanding of which makes for more interested students, better citizens, and more intelligent voters. It is the policy of the club not only to thrash out for themselves current problems, but to listen to the interpretation of those problems by various members of the faculty. Any junior or senior interested in history may join.

The Economics Club.—There are two economics clubs, meeting weekly, open to all pupils taking the subject. One is conducted on the "self-help" principle. Three or four of the best students volunteer as "leaders" to help those who apply for additional work. The other club, regularly organized, has a prepared program presented by members every two weeks. The alternate meetings are devoted to discussion. The purpose of the club is to supplement class work by discussion of current economic problems and to study in greater detail classroom topics.

ITALIAN DEPARTMENT

Italian Club.—This club aims primarily to interest girls in the cultural side of the language to an extent beyond what is usually possible in the classroom. Its plans include picture talks, plays, and other entertainments. The club aims also to help Italian children orphaned in the Great War.

LATIN DEPARTMENT

Classical Club.—The classical club holds two meetings weekly, one for girls of the morning session, the other for girls of the afternoon session.

Its purpose is to give students of Latin a better knowledge of the life and manners of the people whose language they study. Much attention is paid also to the beautiful stories of Greek and Roman mythology.

MATHEMATICS DEPARTMENT

Mathematics Club.—The mathematics club is usually formed each term from the students taking intermediate algebra, advanced algebra, solid geometry, and plane trigonometry. The club meets once a week to discuss mathematical topics not included in the regular course of study, such as the fourth dimension, the history of mathematics, the teaching of mathematics, etc.

MUSIC DEPARTMENT

Glee Club.—Primarily for the practice of part-songs and choral works, the club is an integral part of school work since it frequently is called upon at short notice to furnish musical programs for occasions where music is a fitting addition. It usually presents an operetta each year.

Orchestra.—Membership is open to all students of violin and sundry instruments used in an orchestra. It should be considered a privilege to share in the work of an orchestra that has been awarded all honors in three successive contests.

Junior Orchestra.—The junior orchestra has been organized for the benefit of young students who are not very advanced, and for preparation for entrance into the senior orchestra. The systematic practice of scales and exercises is a feature of this beginners' club and ensemble playing of simple arrangements forms an attractive part of the work.

Piano Club.—Membership is open to piano students subject to examination by teachers in charge. It is formed to study the extensive literature for this instrument given as a heritage to musical generations for centuries to come—Bach, Mozart, Haydn, Beethoven, Chopin, Schubert, Schumann, Liszt, Mendelssohn, Weber, Rubinstein, and others. It tends to foster a love of music. Musical topics are discussed, the life and work of each composer taken up in turn, and his contribution to the music of the world reviewed.

Credit toward graduation of one-half unit is allowed for two years' practice and performance in orchestra or glee club.

PHYSICAL SCIENCE DEPARTMENT

The Scico Club.—The Scico Club is conducted by girls who are members of the science classes. Meetings are held once a week and interesting programs are given by girls, teachers, or outside speakers. Several trips are made each term to places of scientific interest.

PHYSICAL TRAINING DEPARTMENT

Swimming Clubs.—There are two swimming clubs. They meet at the swimming pool at Twenty-third Street and Avenue A.

All students may join one of these clubs. Those who do not know how to swim will be taught to do so. Those who do will be given instruction in advanced strokes and in diving.

The water in the pool is heated. There are excellent facilities for dressing, each student having a private room.

Basketball Club.—There are two basketball clubs that students who have attained a satisfactory standing in lessons and conduct may join.

THE HUMANE SOCIETY

The humane society holds two meetings weekly. One meeting is arranged for the morning girls, the other for the afternoon girls. Our teachers are

invited to become honorary members while the girls are urged to become active members.

The aim of this club may be best expressed in the words of a great Englishman, who said: "Compassion and love for animals secures in the heart compassion and love for men."

B. OTHER CLUBS

Arista	Play-writing
Astronomy	Poetry
Debating	Press
Game Clubs	Printing
Hearthstone	Radio
Literary	Sightseeing
Loyal Law League	Studio
Marionettes	Theatre Workshop
Opera	Vocational

Lists of different types of clubs are given in such books as McKown's "Extracurricular Activities" and Meyer's "A Handbook of Extra-curricular Activities in the High School."

The following list contains group activities either known to the author or suggested to her as desirable. The success or failure of a group activity depends upon the sponsor's ability as an adviser. Most teachers need more training in club leadership.

C. LIST OF CLUBS

Adding Machine	Bookbinding	Dance Orchestra
Advertisements	Business Etiquette	Dressmaking
Aeronautics	Butterflies	Dyeing
Aesthetic Dancing		
Afternoon Tea	Camera	Electrical Appliances
Airplane	Camp Craft	Embroidery
Art Appreciation	Candy Making	Entertaining Mothers
Artificial Flowers	Carpentry	
Arts and Crafts	Chemistry	Ferns
Astronomy	Christmas Stockings	Fishing
Automobile Repairing	Citizenship	Folk Dancing
Autumn Flowers	Clay Modeling	Food Club
	Clean Up Your Block	(Menus, Food Values, Recipes, etc.)
Band	Clog Dancing	
Banking	Club Leadership	
Birds	Coins	Games
Block Printing	Community Songs	Backgammon
Boating	Costume Illustration	Checkers

Chess	Mimeograph	Sewing
Flinch		Shop Squad
Fox and Geese	Nature Study	Skating
Halma	Needlecraft	Sketching
Garden	Neighborhood	Outdoors
Geology		Indoors
Glee	Office Practice	In Museums
	Opera	At Exhibitions
Hand-made Book-binding	Orchestra	Social Dancing
Hiking	Our Capitol	Social Service
Historical Landmarks	(Before Trip to Washington, D.C.)	Solo Singing
History of Art	Our Community	Spring Flowers
Home Economics	Outdoor	Squad Leaders
Honor Council		(Physical Training)
(Girls' Gymnasium Honors)	Parliamentary Law	Stage Costumes
Hospital Service	Parties	Stagecraft
	Period Costumes	Stage Lighting
Industries	Photography	Stage Scenery
	Physics	Stamp Collecting
	Piano	Story Telling
Journalism	Playing Games with Children	Students' Aid
Kindly	Poetry	Thanksgiving Dinners
Knitting	Posters	Thrift
	Printing	Tile Making
Lace Making	With Printing-press	Travel
Lettering and Illuminating	With Stencils	Trees
(Cards and Invitations)	With Blocks	Tutoring
	Radio	Ukulele
Let Us Dine Together	Reading Aloud	Violin
Lives of Artists	Reporters	Vocational
Luncheon	Science	Weaving
	Scrapbook	Wireless
Magazine	Secretarial Service	Woodwork
Manners	See Your City First	Zoology

D. PARTIES IN WASHINGTON IRVING HIGH SCHOOL

Girls who wish to have parties should do the following planning:

- I. Engage the students' room for a time outside of session or during a study period, from the dean in Office 115.
- II. Secure a teacher who promises to be in charge of the party with the girls.

III. Appoint committees of three or four each on:

A. Program.

1. Have a girl of judgment and taste as the chairman, to plan the entertainment, and have program approved by a teacher if possible. These school parties should give the girls practice in games, recitations, and etiquette.
2. Decorations of tinsel, crepe paper, etc., are not advised. Flowers on the table add to the beauty of the room.
3. Nothing may be tacked or pinned anywhere in the room except on the bulletin board.

B. Refreshments.

1. Sandwiches are advised for periods that do not come near in time to a regular luncheon period for the girls.
2. Ice cream and anything else desired may be ordered two or three days before the party, in Lunch Room 401. No orders can be taken the day of the party.

A sandwich, ice cream, and cakes cost about 20 cents per girl; ice cream, cakes, and candy, about 15 cents per girl; ice cream and cakes, about 12 cents per girl.

Supplies may be locked in Locker 103-2 before the party. Learn where the ice cream for your party is left.

3. The refreshments should be moderate in quantity and of such a nature that the room will not be left littered and untidy.
4. Girls may use paper plates, napkins, doilies, spoons, etc., in Locker 103-2. The key may be secured in Office 111 before the party and should be returned immediately after the party.
5. Serving should be done from the small table behind the screen in Room 103.
6. The clearing up of the room should begin in time to be completed before the end of the period for which the room has been engaged, and the room should be left clean and in order for the next group. At least ten minutes should be allowed.

Hang wet dish cloth and dish towel on the shelf in Locker 103-2, not in Room 103. Use dustpan and broom in table drawer. Wipe off table top with damp cloth. Empty waste can and paper basket into brown can in hall.

7. Committee must *read* and *follow* directions for serving posted inside the door of Locker 103-2.

C. Reception.

Invited guests, teachers and others, should be welcomed by members of this committee, who step forward and take them to seats. When a guest leaves, a member of this committee should open the door for her.

IV. All committees should carefully follow the regulations for the use of the room posted on the bulletin board in Room 103.

(Signed by the deans.)

E. GAMES THE GIRLS LIKE TO PLAY AT PARTIES

Page 1

1. *My Ship Has Come In*.—The player who is "it" says, "My ship has come in."

Any other player says, "What is it laden with?"

The first player then says, "It is laden with w.," giving the first letter of the name of an object that is in plain sight in the room, for example, "window," or "wood." The player who guesses correctly what the ship is laden with may then be "it."

2. *Twenty Questions*.—The player who is "it" goes out of the room.

The other players choose an object in the room, and call the first player back into the room. She must ask of each player in turn a question that can be answered by "yes" or "no," in her effort to guess what the object is. The player upon whose answer she guesses the object may then be "it." If she fails to guess within twenty questions she loses her turn and another may be "it."

3. *Proverbs*.—The player who is "it" is sent out of the room.

The other players choose a proverb or a well-known maxim.

A word of the proverb, chosen in regular order, is assigned to each player. Examples: With the proverb "Don't count your chickens before they are hatched," Player 1 has "Don't," Player 2 has "count," etc. If there are more players than the number of words, the proverb is counted out a second or a third time to the remaining players.

When the first player returns, she is told which player has the first word and in which direction the words run in order. She then asks any questions she likes. The player who is addressed must answer any question in sentences using the word assigned to her in the answer. Example: To the question "When shall we have another party?" the answer of Player 1 is "I really *don't* know." "Don't" was her word. The person upon whose answer the proverb is guessed may be "it" next.

4. *Rhyming Verbs*.—Six girls go out of the room.

The players in the room choose a verb with which other verbs may easily be rhymed. Example: For "ring," rhyming verbs are "sing," "fling," etc. The team is called in. They are told to act verbs that rhyme with "ring" until they act the right one. They may speak only as a part of their acting. "Bring" is the word chosen. If the team acts it correctly, the team may choose another girl to join them. If they cannot act the right word at all, they lose a member from their team. She then remains in the room and the team of five goes out to try again.

5. *Packing My Trunk to Go to Europe*.—The first player says, "I packed my trunk to go to Europe and I put 'apples' in it."

The second player says, "I packed my trunk to go to Europe and I put 'apples' and 'books' in it."

Each player in turn must add a word beginning with the next letter of the alphabet, repeating in alphabetical order all the words that have been given before. It is difficult to remember all the words in exact order.

GAMES FOR CLUBS OR PARTIES

Page 2

1. *Famous Persons*.—Before the meeting, write or print on cards the names of famous persons from history, literature, drama, or characters in life. Pin on the back of each person one of these names. The player must guess the name by asking questions of these around him. When he has guessed it, he may pin this name on the front of his coat and have another name pinned on his back. The player who guesses the greatest number in the time allowed wins the game.

2. *Camouflaged Conversation*.—The group decides on a common adjective, noun, or verb, choosing words with more than one meaning, such as "can." The guesser asks each a question in turn, and the answers should be sentences bringing in the hidden word, but using "teapot" instead of the word. If the word were "can" and the question were "Where is it?" the answer might be, "You teapot find teapots in all teapotteries where they teapot fruit."

(From *Ice-Breakers and the Ice-Breaker Herself* by Edna Geister. Doubleday, Doran and Co.)

3. *Book Titles*.—The players are provided with pencils and paper and each is asked to draw a picture representing the title of some well-known book. When the drawings are completed, they are passed around, each one as he receives it, beginning at the bottom, writing what he thinks is the title. This is then folded under, so that it may not be read, and passed to the next person. When all the pictures have been passed around, the hostess will describe the picture and read the list of guessed titles and then call on the artist for its real title.

(From Dennison's *Party Magazine*, January, 1928.)

4. *Alphabet Game*.—Pass pencils and paper on which each guest is to write a sentence which will contain every letter of the alphabet. The person having the fewest words in his sentence wins.

(From Dennison's *Party Magazine*, March, 1928.)

5. *Telegrams*.—Provide each player with paper and pencil. Announce a ten-letter word such as "R-E-C-R-E-A-T-I-O-N," or "V-A-L-E-N-T-I-N-E-S." Each player then writes a telegram, the words of which begin with the letters of the selected word, taken in the same order. Telegrams are read and a vote taken as to which is the best.

(From *Handy*, M-3. By Lynn Rohrbough. Church Recreation Service.)

6. *Numbers Change*.—The players sit in a circle with one "it" in the center. Everyone is numbered consecutively. "It" calls out two or more numbers. The numbers called must instantly exchange seats, during which time "it" tries to take one of the seats. The player left without a seat is "it."

(From *Handy*, C-15.)

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SELECTED READING

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